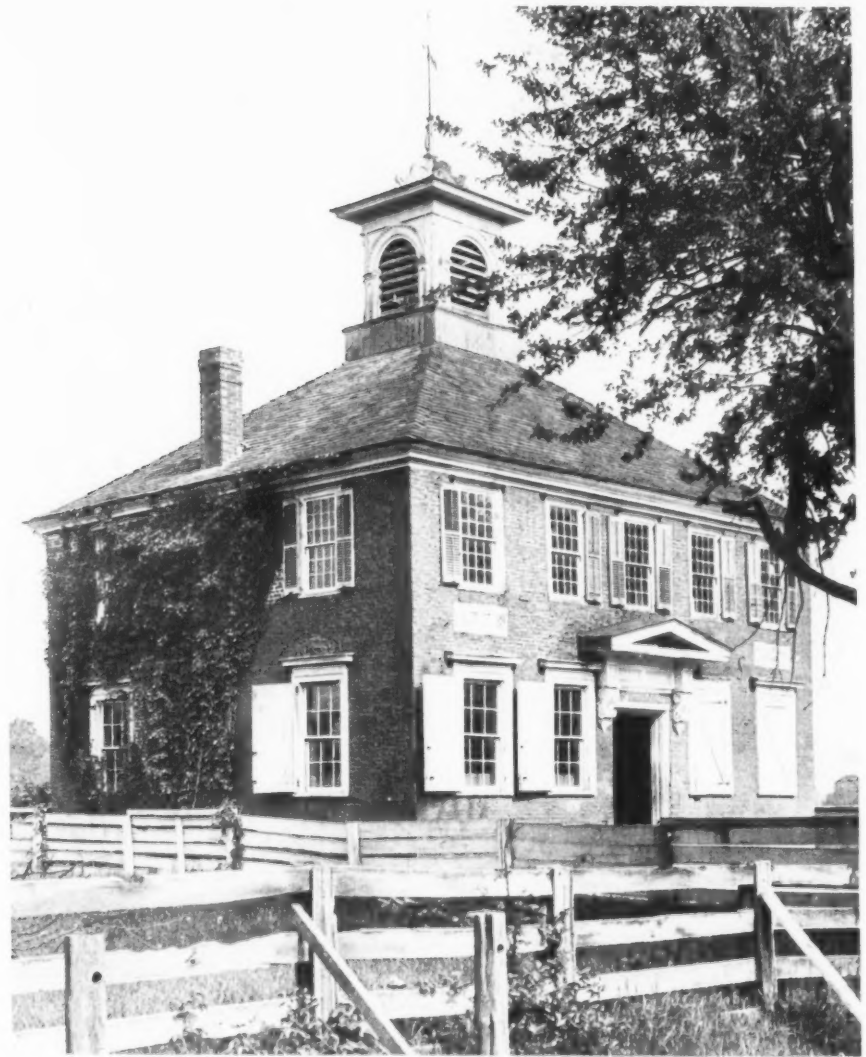


AUG 1 1934

PERIODICAL ROOM
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THE AMERICAN School Board Journal

A PERIODICAL *of* SCHOOL ADMINISTRATION



August 1934

THE BRUCE PUBLISHING COMPANY

New York

MILWAUKEE

Chicago

BEFORE COLD WEATHER COMES



*Remember to
Check the
Heating Plant* ✓

TO THOSE CHARGED with the task of getting buildings ready for another winter of operation, cleaning and repainting are evident and conspicuous considerations. Too often, the heating and ventilating plants escape early attention.

WHEN COLD WEATHER comes, heating and ventilating systems must be ready to function, at a few hours notice. That is the time when the benefits of "August forethought" are realized.

An item of primary importance is the *automatic temperature regulation system*. Is it in perfect operating condition? Are there additions and improvements that should be made? Often, permanent renewal of certain parts or entire devices is possible, to the end that annoying and frequent repairs become unnecessary.

Johnson DUAL THERMOSTATS, in many instances, have been the means of rehabilitating existing temperature regulation systems. DUAL THERMOSTATS may be applied to existing "single temperature" installations without essential changes. Occupied rooms may be heated to a "normal", 70-degree, temperature while unused sections of the building are maintained at, say, 50 degrees. Thus, certain rooms may be heated at odd hours without separate steam mains . . . *Johnson* radiator valves with "Sylphon" diaphragms, seamless metal bellows, are available as replacements for obsolete valves . . . The cost of modern equipment is recovered through noticeable reduction in maintenance expense.

Why not ask a *Johnson* sales engineer, from our nearest office, to inspect your automatic temperature control systems and prepare a report on necessary and desirable betterments? There is no obligation.



JOHNSON DUAL THERMOSTAT



JOHNSON SYLPHON RADIATOR VALVE

JOHNSON SERVICE COMPANY

Main Office and Factory
MILWAUKEE, WISCONSIN

Branch Offices in all Principal Cities . . .

JOHNSON

HEAT CONTROL



A COMPLETE STORY

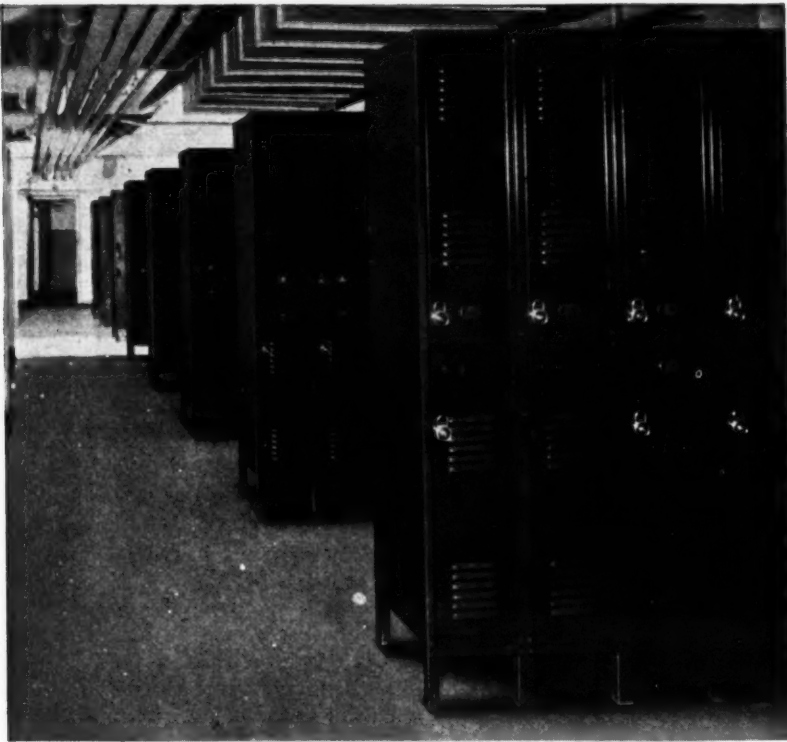
"Why don't you show a picture of your school air-conditioner in your advertising?" we have been asked by our readers. "Your 'editorial type' advertisements have been fine," they suggested, "but the Univent and Her-Nel-Co Air-Conditioner through their attractive appearance convey a really fine idea of the performance to be expected."

Now, we have always contended that the results to be obtained from our air-conditioners, are the really important considerations. Therefore, in our past advertisements, we have informed our readers of the proper air-conditions which are maintained through the use of Herman Nelson Products. We are pleased, however, to compromise, and show here an illustration of our air-conditioner in use in the school classroom. After all, this illustration of school children, with minds and bodies healthy and alert, tells the complete story.

Herman N. Nelson
PRESIDENT

THE HERMAN NELSON CORPORATION

Heating, Ventilating, and Air Conditioning Equipment for Schools
MOLINE, ILLINOIS



Partial View of Berloy Steel Locker Installation in Gymnasium of Rutgers University, New Brunswick, N. J. Type S. D. Double-tier Standard Louver Lockers.

BUILT FOR SEVERE SERVICE

The school locker is a much abused piece of equipment. Once installed, it is expected to serve indefinitely without replacement or repairs. That is why experienced buyers specify Berloy Steel Lockers.

BERLOY STEEL LOCKERS MORE THAN 2,000,000 IN USE

Berloy Steel Lockers are built to withstand the severe service of school usage. Artistically designed, handsomely finished, thoroughly ventilated—they possess unusual strength and rigidity. The sturdy doors are made in one piece, heavily reinforced on the inside, substantially hinged to prevent sag. Rubber bumpers at top and bottom of locking bars contribute to quiet operation. And the locking device, though simply designed, is nevertheless efficient and secure.

When you are in need of expert advice on Locker requirements, write or wire and a competent Berloy engineer will be sent to help you plan an efficient and economical installation. For this service there will be no charge.

THE BERGER MANUFACTURING CO. • CANTON, OHIO
Division of REPUBLIC STEEL CORPORATION

BRANCHES AND DEALERS
IN PRINCIPAL CITIES



OFFICE EQUIPMENT
FILING CABINETS STORAGE CABINETS
DESKS and TABLES TRANSFERS

STEEL SHELVING
INDUSTRIAL DISPLAY
AUTOMOTIVE LIBRARY

BERLOY

LOCKERS
BUILT-TO-ORDER WORK
AND SPECIAL PRODUCTS



Business classroom illuminated with HOLOPHANE FILTERLITES

Schools Train for Modern Business by Aid of HOLOPHANE

Both day and evening classes of the Commercial Department require a high quality of artificial illumination. It is only fitting that students should prepare for business by aid of Holophane — for Holophane has set the standard for

efficient and economical business lighting since 1898. Whatever your requirements in school lighting—indoor or out—Holophane engineers will give you prompt specification service free.—Holophane Co. Inc., 342 Madison Ave., New York. Offices also in Toronto, Canada. Works, Newark, Ohio.

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SERVICE
SINCE 1898



HOLOPHANE
PLANNED LIGHTING

produces the greatest amount of useful light



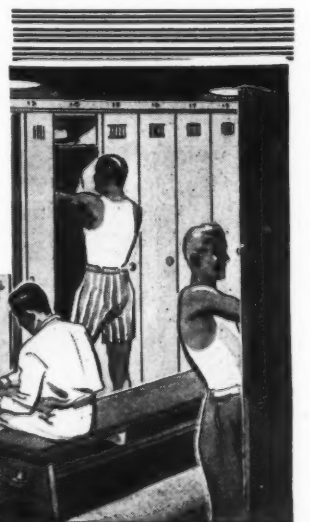
TRADE **YALE** MARK
**BUILT-IN
COMBINATION
LOCKER LOCKS**

If lost keys, inadequate security, difficult supervision are problems in your locker system, Yale Combination Locker Locks provide a positive and economical solution.

Adaptable to all makes and all types of steel lockers, old and new. The combinations are changeable with each change of locker occupant.

Drop us a line stating your requirements and let us send you complete information.

**MAY BE THE
ANSWER TO
YOUR PROBLEM**



**THE YALE & TOWNE
MFG. CO.**

Stamford, Conn., U. S. A.

*Their health
records are
good . . .
year in & year out*



*because the floor beneath
their feet is warm, dry, resilient, clean*

Great, indeed, is the responsibility of those who select flooring for a school. The health of children and teachers is at stake. Public moneys must be well spent.

What flooring material meets these vital requisites? Hundreds of school-boards have found the answer in Northern Hard Maple.

Northern Hard Maple is warm and dry. It provides a cushioning effect beneath the feet. Reduces fatigue. Cuts down absences due to sickness.

This unique flooring material, moreover, is remarkably tough-fibred and

tight-grained. Will not splinter, or develop ridges when subjected to the pounding and friction of youthful feet. Maple actually outwears stone!

And because of its permanent smoothness, Northern Hard Maple is the easiest of all flooring materials to keep clean—offers no open lodging places for germ-laden dust and dirt.

Here, then, is the one flooring material that combines health with ultimate economy—providing, at the same time, easy installation and firm anchorage for desks. Consult your architect about the use of Northern Hard Maple Flooring.

GOOD SERVICE FINISHES ARE AVAILABLE

—especially adapted to classroom floors of Maple. These finishes seal the surface of hard maple, keep out dirt, resist soil stains and prove non-slippery. They will not mar, scratch or flake off. That's why they are easy to clean and maintain at low cost.

Floor with Maple

The letters **MFMA** on Maple, Beech or Birch Flooring signify that the flooring is standardized and guaranteed by the Maple Flooring Manufacturers Association, whose members must attain and maintain the highest standards of manufacture and adhere to manufacturing and grading rules which economically conserve these remarkable woods. This trade-mark is for your protection. Look for it on the flooring you use. **MFMA**

*Let our Service and
Research Department assist you with
your flooring problems.
Write us.*

*Members of the Maple Flooring Manufacturers Association have contributed many thousands of dollars and years of work to standardize and improve the manufacture and grade uniformity of Northern Maple, Beech and Birch Flooring. The following manufacturers only are licensed to use the Association Trade-mark **MFMA**. Specify **MFMA** on the flooring you use.*

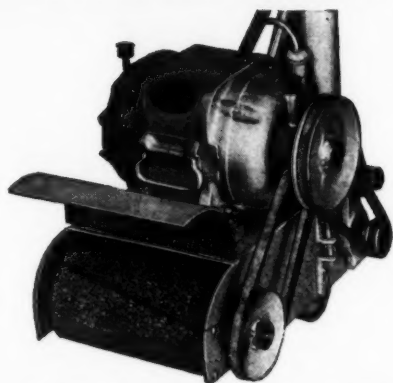
Beck, August C. Company	Milwaukee, Wis.
Brown Dimension Company	Manistique, Wis.
Bruce, E. L. Company	Memphis, Tenn.
(Mill at Reed City, Mich.)	
Cobbs & Mitchell, Inc.	Cadillac, Mich.
Connor Lumber & Land Company	Laona, Wis.
Cummer-Diggins Company	Cadillac, Mich.
Farrin Lumber Co., M. B.	Cincinnati, Ohio
Holt Hardwood Company	Oconto, Wis.
Kerry & Hanson Flooring Co.	Grayling, Mich.
Mitchell Brothers Company	Cadillac, Mich.
Northwestern Cooperage & Lumber Co.	
	Gladstone, Mich.
Oval Wood Dish Corp.	Tupper Lake, N. Y.
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Sawyer Goodman Company	Marinette, Wis.
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West Virginia Pulp & Paper Co.	Cass, W. Va.
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MAPLE FLOORING MANUFACTURERS ASSOCIATION
1780 McCormick Building, Chicago



THE LINCOLN-SCHLUETER MULTI-PURPOSE FLOOR MACHINE

3 SANDS IN STEEL WOOLS 1 POLISHES



There is no other floor machine made today that will perform the work of cleaning, sanding, steel-wooling or polishing and maintaining floors as economically, rapidly, efficiently or easily as will the New Multi-Purpose.

The Multi-Purpose works directly up to the quarter-round in a room and most important with all functions, dust and dirt is collected as the machine passes over the floor.

Complete information, prices and detailed description will be sent upon request without obligation.

ASK ABOUT OUR FREE TRIAL

**LINCOLN - SCHLUETER
FLOOR MACHINERY, CO., Inc.**
214 West Grand Ave. Chicago, Illinois

ACCURACY

DURABILITY

No other INVESTMENT Pays Larger Dividends

— than Powers Automatic Temperature Control for heating or ventilating systems.

Fuel Savings that result from eliminating OVER-Heated rooms, often pay back the cost of Powers Control in 1 to 3 years.

Better Health—Colds and other ills are reduced where temperature is Accurately controlled at the proper point.

Improved Efficiency—Correct room temperatures promote mental and physical efficiency.

WRITE FOR ESTIMATE or phone our nearest office (see your phone directory).

THE POWERS REGULATOR CO.

40 Years of Specialization in Temperature Control

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\$1.32

PLANE GEOMETRY WORKBOOKS

Kingsbury and Wallace

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40 cents

Complete Edition

76 cents

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Herald M. Doxsee

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Edward J. Menge, Ph.D.

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45 cents

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60 cents

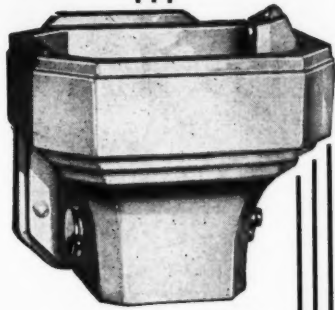
The Bruce Publishing Company

New York

Milwaukee

Chicago

The FIRST WORD in DRINKING FOUNTAINS



MODEL No. 122 Wall Fountain embodies the accepted Rundle-Spence standards and incorporates new features of economy and beauty. It has an angle stream non-squirting jet that does not allow back flow of water. The nozzle has been placed above the rim of bowl to prevent contamination if drain clogs. Your students secure a sanitary drink, always.

The trouble-free service and water volume regulator of the No. 122 assure true economy. The mechanical operation is perfect.

Available in six colors, this model will harmonize with any school interior. We have other designs in wall and pedestal type meet every school requirement.

Send for specifications and a catalog of our complete line.

RUNDLE-SPENCE MFG. CO.
445 North Fourth Street Milwaukee, Wisconsin

RUNDLE-SPENCE



**EASY
CLEANING
ANYWHERE**

Light enough to be moved quickly—powerful enough to clean any surface—that is the story of the

**SPENCER HEAVY DUTY
PORTABLE VACUUM CLEANER**

It has an effective dust collector—is easily cleaned and is thoroughly practical.

Costs little and will last for years.

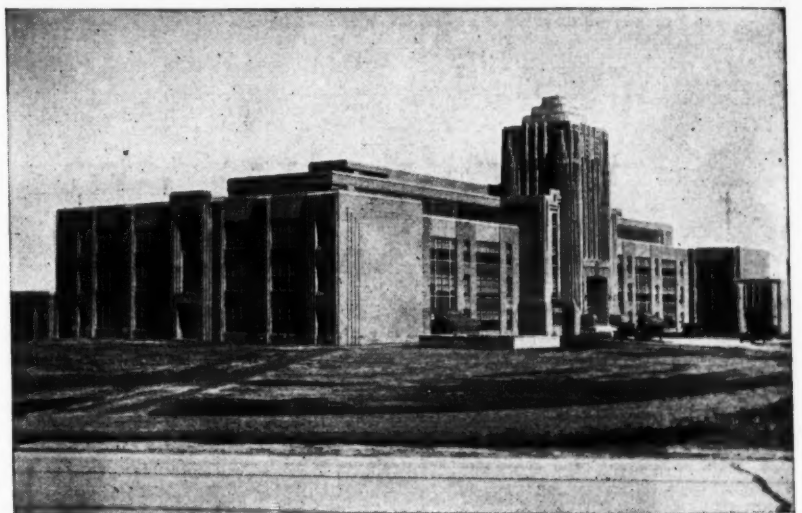
Demonstration on request.

**THE
SPENCER
TURBINE
CO.**

SPENCER
CENTRAL
CLEANING SYSTEM

**HARTFORD
CONN.**

433



NEW HIGH SCHOOL FOR GIRLS 100% A. P. W.

THE recently completed Bloom Township High School, Chicago Heights, Illinois, is a modern school in every sense of the word. In its equipment no detail has been overlooked that could safeguard the health of its girl students so that they may take full advantage of the finest of present-day educational facilities. Even the washroom appointments reflect an acknowledgment of the importance of health. For this building is equipped throughout with A.P.W. Onliwon Towels—dispensed from white enamel A.P.W. Onliwon Cabinets.

A. P. W.

Without obligation, write A. P. W. Paper Co., Albany, N. Y., for samples and/or name of local distributor. He is as near you as your telephone.



THE LAW OF THE INDUSTRY

“Quotations or bids are made subject to conditions, terms of sale, trade practices, and differentials of the supplemental code of the school supplies and equipment industry”

THE above is one of the provisions of the School Supplies and Equipment Industry's Supplemental Code which was signed by the Administrator July 5th, effective July 16th. It should appear on every quotation or bid. This Code constitutes the law of the industry.

The trade is wholeheartedly back of this program but there are exceptions; One party writes, “Will positively have nothing to do with NRA's Codes, Blue Eagles, - - -”

School officials will not encourage infringement of this law. They will not be a party to law violations. The attitude of the courts toward those who harbor law violators is well known.

An extensive Nation-wide canvas recently completed shows a large majority in favor of the NRA program or some form of business regulation. Majority rule should predominate. The NRA and the Codes are here whether the minority want them or not.

It is incumbent upon the school officials to familiarize themselves with the School Distributors' Code and buy in conformity thereto.



Insist upon the above opening statement being stamped on all bids and quotations.

**NATIONAL SCHOOL SUPPLIES AND EQUIPMENT
ASSOCIATION**

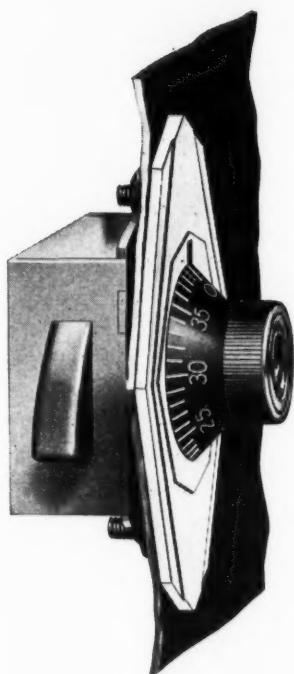
176 W. ADAMS STREET

CHICAGO, ILLINOIS

INSURE CONVENIENCE AND SAFETY WITH

ROCKFORD

MASTER KEYED COMBINATION LOCKER LOCKS



COMBINATION feature eliminates the nuisance of Students' keys. Combination can be changed easily and quickly for reassignment of Lockers.

SELF-LOCKING feature insures against failure to lock the Locker through carelessness. Closing the locker door automatically locks the Lock. The student need not turn the dial. The supervisor knows that when the door is closed it is locked. The self-locking feature automatically spins the dial.

MASTER KEY feature makes locker supervision convenient and efficient. Paracentric key provides utmost security and eliminates any possibility of unauthorized duplication of keys.

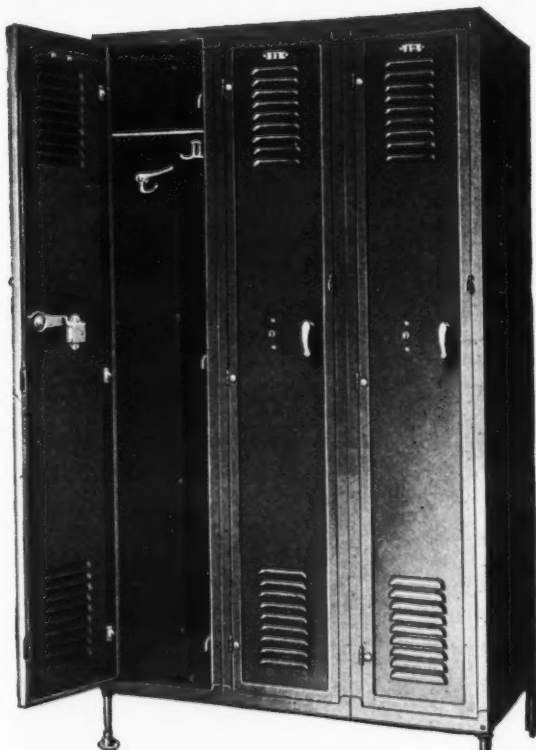
Can be master keyed in series with Rockford Shackle Locks and Locks for Laboratory and Vocational Equipment to provide convenient supervision of all student compartments by a single master key.

Rockford Locker Locks can be installed on standard locker doors without reaming or drilling. The bolt centers fit standard punchings on modern locker equipment. Write for further information concerning Rockford Series of School Locks.

*National Lock Co.**Rockford, Illinois*

MEDART STEEL LOCKERS

SEND FOR
CATALOG L-3
OF
STEEL LOCKERS



It is sound economy to equip with MEDART Steel Lockers—made in sizes and types to meet every school need.

Our Engineering Service is at your disposal in planning the locker installation best suited for your requirements.

Also, manufacturers of Steel Cabinets, Steel Shelving, Gymnasium Apparatus, and Playground Apparatus. Catalogs sent free on request.

FRED MEDART MANUFACTURING CO.
3530 DeKALB ST. Sales Engineers in all Principal Cities ST. LOUIS, MO.

"Give Me DRI-BRITE ORIGINAL NO-RUBBING LIQUID FLOOR WAX



IT'S
EASIER
TO
APPLY"

—says the Janitor

"And nobody gets closer to the floors in our building than I do. Since they gave me Dri-Brite to use I don't have those weary hours of hard rubbing and polishing. I put on Dri-Brite and in 15 to 20 minutes it dries with a hard durable finish. It's a uniform wax—always the same and is good for all types of floors. Another thing, Dri-Brite, No-Rubbing Floor Wax is non-inflammable, so I don't have to worry about carelessly dropped matches. It certainly has my recommendation."

*"It wears longer"**— says the Purchasing Agent*

"Dependable source of supply—uniform quality. Greater covering capacity—ease of application—long wearing makes Dri-Brite No-Rubbing Floor Wax cost less. Accept no substitute."

*"It's easier to keep clean"**— says the Superintendent*

"Dri-Brite, No-Rubbing Floor Wax means fewer workmen—less labor costs—beautiful floors—no floor troubles—less worry. All means money saved."



FOR EVERY KIND OF FLOOR AND FLOOR COVERING

Coupon brings free trial of
DRI-BRITE FLOOR WAX

MIRACUL WAX CO., 1322 Dolman St., St. Louis, Mo.
Without obligation please send me trial can of Dri-Brite,
the original no rubbing, no polishing floor wax.



NAME

ADDRESS

CITY STATE

ASBJ-8-34

OF PRIME IMPORTANCE IN SCHOOL MODERNIZATION

School executives charged with the repair or remodeling of buildings will find Von Duprin parts charts of real value. They show all parts of all Von Duprin models, past and present, and greatly simplify the ordering of replacement parts for old devices which are to be continued in service.

Data sheets showing Von Duprin devices in the competitive price class are also exceedingly useful in this work. They show numerous devices designed to provide safe, sure exit for the remaining useful years of various types of buildings.

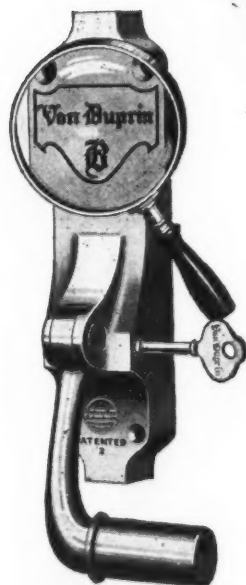
Lastly, Data sheets covering the new Von Duprin All Weather Threshold and Von Duprin Compensating Astragal Device will show you how these devices enable you to keep old doors in service - - with no fuel-wasting gap, without binding, without drafts.

Any - - or all - - of these Data sheets and charts will be sent gladly on your request.

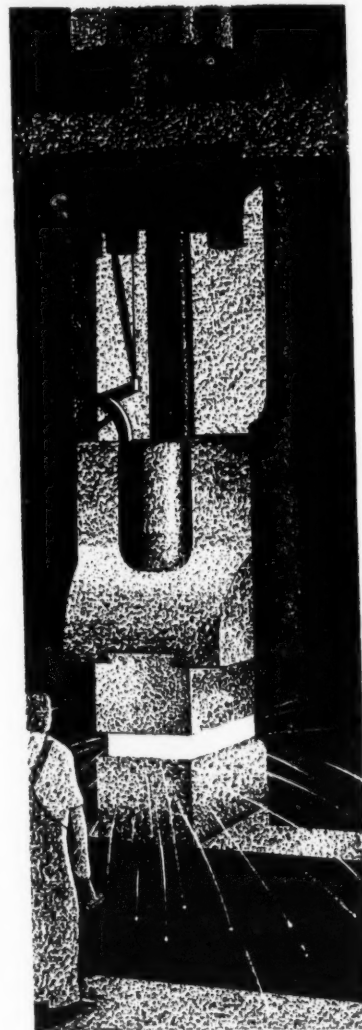
VONNEGUT HARDWARE CO.
INDIANAPOLIS, IND.

Von Duprin

Listed as Standard by Underwriters' Laboratories



See Sweet's
Pages C366-C367



THE AMERICAN School Board Journal

A Periodical of School Administration

Eastern Office:
40 EAST 34TH STREET
NEW YORK, N. Y.

Published on the first day of the month by
THE BRUCE PUBLISHING COMPANY

524-544 No. Milwaukee Street, Milwaukee, Wis.

Western Office:
66 E. SOUTH WATER ST.
CHICAGO, ILL.

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School Horizon Brightens!

FOURTEEN school-building projects, new structures, and additions recently approved in the State of New York aggregate the sum of \$2,210,953.

The school board of Gallup, New Mexico, retired a \$13,000 bonded indebtedness during the first half of this year and \$5,000 more since then.

The Anderson, Indiana, board of education has increased the pay of teachers by 5 per cent.

The school board of Dallas, Texas, has increased its maintenance budget from \$30,000 to \$40,000.

Moline, Illinois, restored 5 per cent pay cut of school janitors.

Boston voted separate increase in teachers' salaries.

Southington, Conn., ordered a 10-per-cent increase in salaries of all school employees.

Fremont, Ohio, completes its school year with a balance of more than \$5,000.

School authorities report that summer-school repairs are carried on as usual.

Action to restore salaries, whole or in part, have been taken by boards of education in the following cities: Beaumont, Tex., Bridgeport, Conn., Camden, N. J., Charleston, S. C., Decatur, Ill., Evanston, Ill., Flint, Mich., Hamtramck, Mich., Houston, Tex., Lynn, Mass., Jacksonville, Fla., Kenosha, Wis., Los Angeles, Calif., Kansas City, Mo., New Bedford, Mass., New Britain, Conn., Oklahoma City, Okla., Pawtucket, R. I., Racine, Wis., Rochester, N. Y., San Antonio, Tex., Stamford, Conn., Terre Haute, Ind., Waco, Tex., Woonsocket, R. I.

School budgets have been increased in the following cities: Albany, N. Y., Austin, Tex., Beaumont, Tex., Bethlehem, Pa., Bridgeport, Conn., Charleston, S. C., Columbia, S. C., Decatur, Ill., Davenport, Iowa, Galveston, Tex., Flint, Mich., Hamtramck, Mich., Jacksonville, Fla., Kalamazoo, Mich., Kansas City, Mo., Lansing, Mich., Lynn, Mass., Minneapolis, Minn., New Bedford, Mass., Oakland, Calif., Oklahoma City, Okla., Pawtucket, R. I., Portland, Me., Providence, R. I., Rochester, N. Y., Richmond, Va., Saginaw, Mich., San Antonio, Tex., Spokane, Wash., Stamford, Conn., Waco, Tex., Waterloo, Iowa, Woonsocket, R. I., Worcester, Mass.

THE EDITOR.



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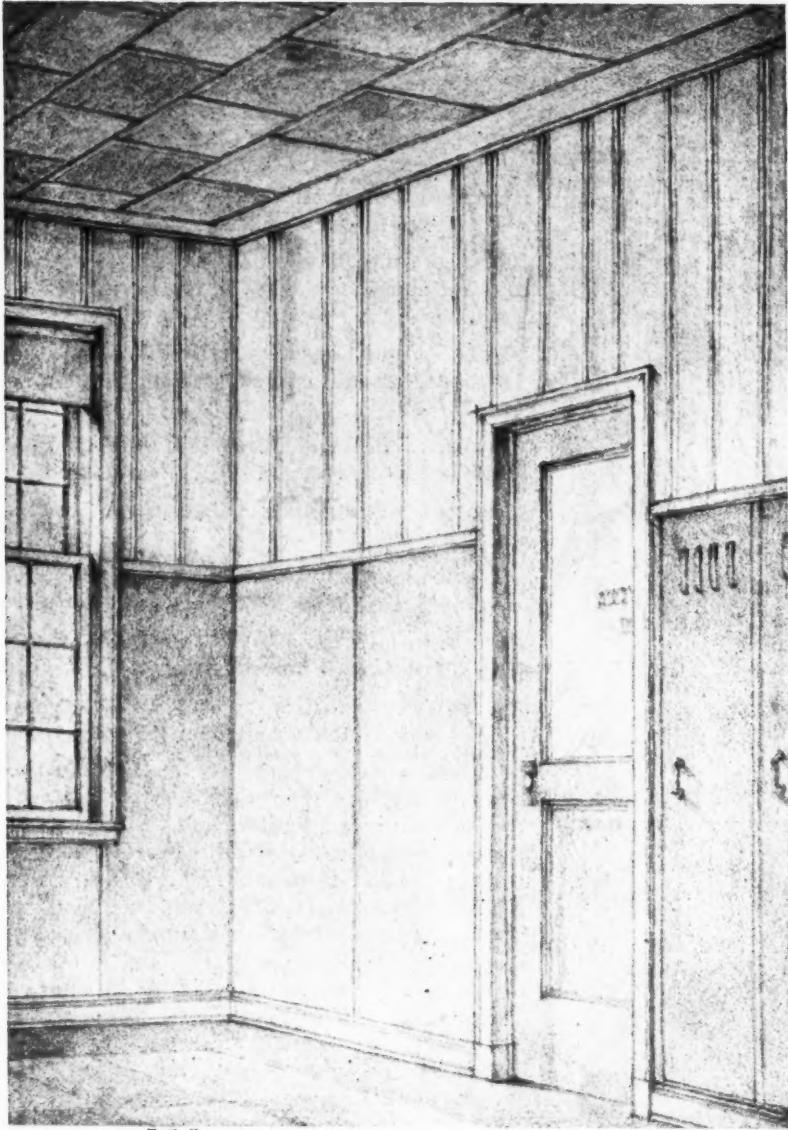
Subscriptions—In the United States and possessions, \$3.00 per year. In Canada, \$3.50. In foreign countries, \$4.00. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents.

Discontinuance—Notice of discontinuance of subscriptions must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notice of changes of address should

invariably include the old as well as the new address. Complaints of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the *Education Index*. Member, Audit Bureau of Circulation and Associated Business Papers.



● Nu-Wood Plank on the walls, combined with Nu-Wood Tile on the ceiling, not only decorate completely and permanently, but, in addition, absorb much of the noise of hurrying feet in this school corridor.

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Please send me, without obligation, information about Nu-Wood and illustrations showing the application of Nu-Wood to school interiors.

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How Far Can a School Dollar Stretch?

—don't answer until you know about NU-WOOD!

ONCE upon a time, finishing, decoration, insulation and sound control treatment for school interiors were FOUR separate jobs—at FOUR separate prices.

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Nu-WOOD, made of sturdy wood fiber, is applicable either in old buildings or in buildings under construction. In the former, it is applied directly over the old walls and ceilings; in the latter, it takes the place of lath and plaster. Nu-WOOD comes in a variety of forms, making possible individual, distinctive patterns. Soft, harmonious Nu-WOOD colors end the need for painting. Nu-WOOD also insulates against heat and cold . . . hushes noise and controls sound!

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NU-WOOD

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THE AMERICAN School Board Journal

Volume 89, No. 2

AUGUST, 1934

Subscription, \$3.00 the Year



A SOUND DIVISION OF RESPONSIBILITY

A Perspective of Industrial Arts

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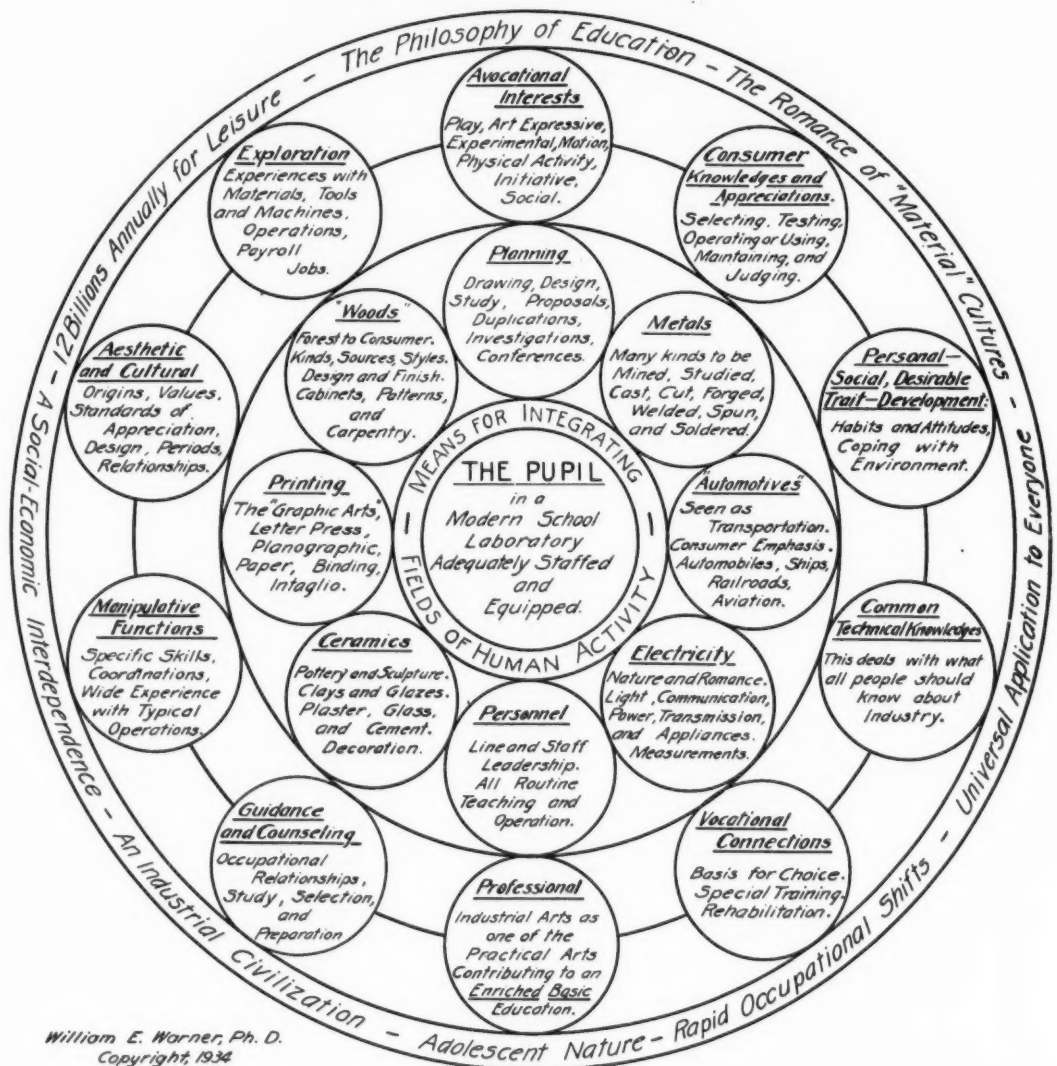
Administrators, school-board members, and others who are concerned with the best type of school program in their communities are frequently attracted by the status and opportunities seen for shopwork, particularly in their secondary schools. The accompanying chart and this all-too-meager description are presented as a portrayal of certain relationships and opportunities for significant development which it is hoped will be of interest. The chart should be considered as something dynamic rather than static, and it may be characterized in this case as the writer's philosophy in operation.

One early catches the notion in an age or time like this, that common-school education, to be appropriate, needs to concern itself about industry, because this is a fundamental segment of our current civilization, just as are agriculture, commerce, health, and the home, all of which may be considered as fundamental, but which frequently are not thought so because of the stupid tradition and assumption that such obviously minor techniques as learning to read, write, and figure are the fundamentals in public education, as in former generations.

The outer rim of the circle chart suggests certain principal sources of the heritage of Industrial Arts. This leads directly into a set of professional objectives or formulations which, when broken down into their various meanings, or concepts, serve as specific criteria for controlling or evaluating whatever is selected and experienced as Industrial-Arts subject matter, all of which revolves about the pupil and naturally assumes a laboratory that is both adequately equipped and staffed.

The student of Industrial Arts, on inspection of a chart of this type, reflects that shopwork in American secondary schools has passed through two somewhat well-defined periods of professional growth and is now in the midst of a third. The first was "Manual Training" where the emphasis was on *hand* skill, chiefly in woodworking. The second was "Manual Arts" where the emphasis, while still on skill, was extended to include the *making* of both *useful* and *well-designed* articles. The third is now "Industrial Arts" where the intent is to include all of the old that was good, but to broaden out from the limitation of an emphasis on *manual* work alone to an enriched conception where more of the child's interests and environment and certainly many of the school subjects are involved. This involves a general study of industry and its products along with a spread of manipulative experiences in what might be referred to as an organic program of useful education.

The rim of the chart shows several elements in a great heritage. Industrial Arts is an unusually significant phase of general education. Americans have been able, according to the Hoover report, to purchase between ten and fifteen billion dollars worth of leisure each year. Five billions of this have been spent on things associated with the automobile. We live, obviously, in the midst of a great industrial civilization. Occupational shifts are wide and rapid. Such facts are inescapable and cause our program of education to differ vastly from that of even a generation or two ago. Ours is an interdependent society, and we are in a material as well as a spiritual world. Educated people are always intrigued with the great civilizations of former times, which invariably have been known for their material cultures. Such things



William E. Warner, Ph. D.
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endure even beyond history. These and other points indicate the need for a more flexible type of education. While such things concern all people, the particular thought here is what reference they have to the adolescent and to your high-school program of shopwork today.

Considerable attention is being given in the "new deal" to distribution and to the consumer, who more than ever needs to be "an intelligent chooser and user of the products of industry." There is also more reason than before to expect Industrial Arts to assist in the development of enduring interests in worth-while hobbies. Greater recognition is now given to design and the appreciation of great creations. Exploration also takes on new significance because of the myriads of new materials, resulting processes, and consequent jobs to be studied and experienced. There are so many more tools now which everyone should be able to use with facility. Think, also, of the multitude of technical things about industry which *everyone* should know. Then, the business of being a success involves the assimilation of desirable personal-social traits, many of which are easy to acquire in the setting of a school shop or laboratory when such is the intent. All of these and other possibilities direct attention to the need for developing Industrial Arts.

When once the nature of such a program is known, the next problem is to learn what subjects it should include. Nothing is without a plan in the world. This suggests drawing, sketching, and duplicating and involves both study and investigation to learn what is best for one to do. The world's great industries work with different woods, metals, clays, foods, textiles, and the like. Electricity is one of our

greatest forces and is therefore significant for study in the modern school. "Automotives," when interpreted as referring to any self-propelled machine, includes a consideration of all kinds of transportation. All of these would be for naught, however, without the graphic arts, commonly referred to as printing.

Now the educator asks, "All this subject matter to what end?" The reply is found in studying the possibilities for integration where the child is the center of the picture in an adequately staffed and equipped laboratory. Academically, think of the possibilities for drawing the social, physical, and even biological sciences out of studies which deal with industry and material things. Socially, as has been indicated, people are interdependent in an industrial civilization. This is suggestive for both organization and method in a modern school shop. In the older days, no one ever thought of doing anything outside of the school, but now the laboratory is considered as a center from which the whole panorama of industry is seen as a field for study and participation by the pupil.

The relationships mentioned above are all to be found in the accompanying chart. It is important that everyone understand them if the possibilities of even an adequate program are to be achieved. Industrial Arts is defined as but one of the practical arts where studies about agriculture, commerce, and the home are included as well. All of these are considered foundational today and become basic for later programs of specific vocational education which now begin at eighteen years of age and later. Industrial Arts as described and shown

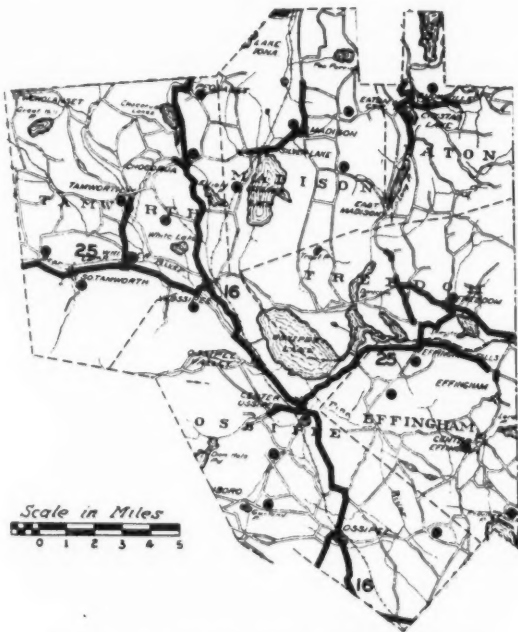
(Concluded on Page 66)

The New England System of School Administration and Supervision

Prof Ernest C. Witham, Rutgers University

The six New England states offer six slightly different patterns of much the same type or system of school administration and supervision. The set-up is not well understood by schoolmen in other parts of the country, and it is not adequately treated in the standard texts on school administration. Because of these facts and the belief that the New England plan has something worth while to add to the techniques of administration and supervision, this paper has been prepared. While the author was a New England superintendent for thirteen years, in New Hampshire and Connecticut, he has found it necessary at this time to check many matters with the various state departments for errors and changes that have been made in the dozen years since he left that section of the country. Each of the six state departments has been most helpful in supplying information.

Supervision and administration are overlapping terms, especially in small school systems. There is no attempt at this time to separate these two phases of the superintendent's work. This has been adequately done by Cubberley, Graves, Strayer, and many others in their masterly textbooks and surveys.



MAP 1. A TYPICAL SUPERVISORY DISTRICT IN NEW HAMPSHIRE
The Madison-Ossipee Supervisory Union No. 36 consists of six towns (townships).

The *Twelfth Yearbook of the Department of Superintendence* contains a section of considerable merit on "Agencies and Services in Educational Administration." However, one would get but a hazy idea of the New England type of administration from this account. Table Three on page 40 is misleading. According to this table, there are 9 states that have town or township administrative systems, 26 states that have district administrative systems, 1 state that has a state system, and 12 states that have county administrative systems.

Now, Graves says, in *The Administration of American Education* (p. 513), that some 28 states are organized on a county basis and invest their county educational authorities with certain powers and responsibilities over the districts and townships.

According to the Department of Superintendence Table 3, Part II, Arizona, New York,

and Nevada have, respectively, 228, 5, and 413 square miles of territory in the average unit of administration. Now the density of population in the units of these three states is 3.8, 264.2, and .8, respectively, so that while the New York unit is small in area the population is so great that the result for administrative purposes is very significant.

In the case of New England, as well as New York, it is incorrect to designate, as the table does, the towns as units in school administration. While there may be 244 towns and special districts in New Hampshire, there are only 60 administrative units. The state department has divided the state into that many supervisory school districts with a professional superintendent in charge of each supervisory district.

The New England plan meets the requirements as set up on page 41 of the *Twelfth Yearbook*. All of the territory is covered adequately by supervisory districts which are neither too small nor too large for effective school supervision. The superintendents are well educated and well trained for their jobs, and they must devote their entire time to their schoolwork. No side jobs are permitted.

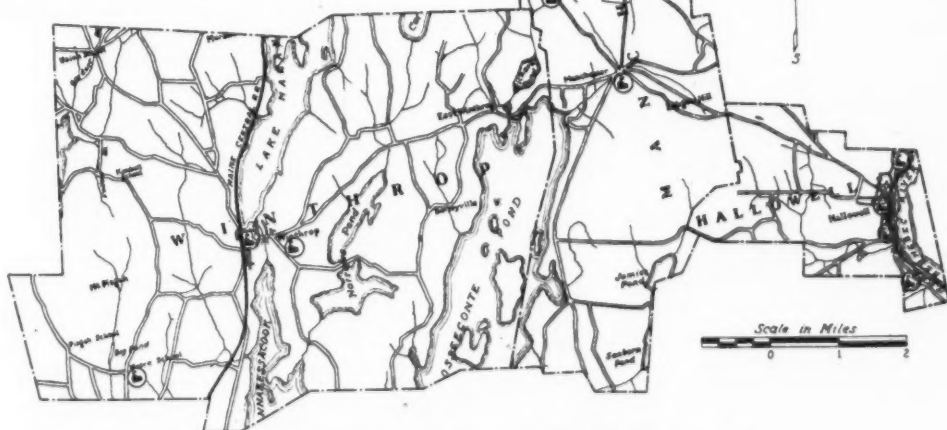
The 60 New Hampshire supervisory districts are made up as follows: Cities and large towns have their own superintendents. All of the other towns of the state are divided into supervisory districts. The number of towns and cities making up the 60 units are as follows:

Number of Towns	Number of Supervisory Districts
1	11
2	4
3	7
4	12
5	15
6	8
7	2
8	1

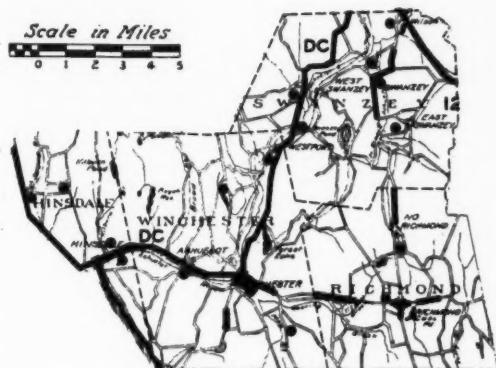
Thus the modal supervisory district in New Hampshire is made up of 5 towns and the unit area is not 37 square miles, as reported in the *Twelfth Yearbook*, but 185 square miles. The median district is somewhat smaller than this, it being about 160 square miles. Maps Nos. 1 and 2 show two typical New Hampshire supervisory districts. The Madison-Ossipee Supervisory Union No. 36 is made up of the following towns:

Madison
Eaton
Tamworth
Freedom
Ossipee
Effingham

The Hinsdale Supervisory Union No. 25 is made up of only four towns as follows:



MAP 3. A TYPICAL MAINE SUPERVISORY SCHOOL UNION
It includes three towns. The 11 schoolhouses are shown in silhouette.



MAP 2. THE HINSDALE SUPERVISORY UNION, NEW HAMPSHIRE, IS A SMALL UNION OF ONLY FOUR TOWNS (TOWNSHIPS)

Hinsdale
Winchester
Swansey
Richmond

The dots designate the schools.

The New Hampshire superintendents are carefully selected. They have to be college graduates with successful teaching experience, and they are required to take examinations to qualify for life certificates. The following table shows the amount of turnover for a 5-year period:

	1926	1927	1928	1929	1930
Transfers	0	1	1	1	4
New superintendents	3	3	2	0	4
Superintendents retired....	1	3	3	1	2

The facts here presented argue well for a very stable group of superintendents who remain in one position long enough to really accomplish something worth while.

Maine has a problem which is not met with in the other New England states. About one half of the state is unorganized territory. There are 15,000 square miles in this area. It is made up of 377 unorganized townships, 6 miles square, and 21 irregularly shaped units known as gores, grants, patents, points, peninsulas; purchases, strips, surpluses, and tracts. There are also 163 coast and lake islands and United States government reservations. The 1930 Report of the State Commissioner of Education of the State of Maine says that "a large part

of the unorganized territory has never been settled, but there is always a considerable population in the 60 or 80 unorganized units where from year to year residents either permanent or temporary are found. In these various unorganized units there may be from one or two to more than a hundred children of school age. It is for these children that the unorganized territory school system was established and has been developed under the state department of education. It was placed under the direct administration of the state department of education naturally and logically, since there are no local officials, local government, or other means of providing school privileges in this extensive territory."

The story of the education of the boys and girls in this vast wilderness is an interesting one. The State of Maine is doing a good job in this respect, but we must omit the details here.

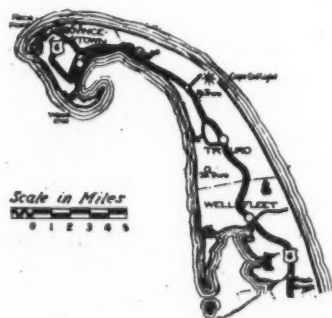
The organized part of Maine has 518 municipalities, known as cities, towns, and plantations. Just as in New Hampshire, the Maine towns are grouped into union districts for supervisory purposes. In both states a substantial part of the superintendent's salary (usually one half) is paid by the state and the remainder is made up by the towns forming the union, according to the size of the town.

Map No. 3 shows a typical Maine school supervisory union. It is No. 42 and is made up of the towns of Hallowell, Manchester, and Winthrop.

The plan in Massachusetts is much like that of Maine and New Hampshire. In all of these states there is a joint committee usually made up of one representative from each of the town school committees making up the supervisory union. In Massachusetts "the law requires the joint committee of a supervisory union to meet annually in April and to organize by the election of a chairman and secretary. At this meeting the superintendent of schools should be asked to report on the general progress and conditions of the schools in the union and plans should be considered for the promotion of co-operation between the several towns." Such co-operation may include:

1. Purchasing of textbooks and supplies and delivery of same.
2. Transportation of pupils.
3. Schooling of children in towns other than that of residence to reduce costs of transportation.
4. Employment of school physician and nurse.
5. Supervision of special subjects.

While each town in the main must act independently in the conduct of its schools, there are many opportunities for helpful co-operation which should be taken advantage of by the joint committee.



MAP 4. SCHOOL UNION AT THE TIP OF CAPE COD, MASSACHUSETTS

Map No. 4 shows the union on the tip end of Cape Cod, made up of the towns of Provincetown, Truro, and Wellfleet.

The county does not function in school matters in New England, although in Vermont the districts do seem to be divisions of the coun-

ties. As an example of this, Addison County has three districts as follows:

1. Addison Northwest District, made up of the towns of Addison, Charlotte, Ferrisburg, Monkton, Panton, Vergennes, and Waltham.

2. Addison Central District, made up of the towns of Cornwall, Middlebury (two districts, incorporated school district and town), New Haven, Ripton, Salisbury, Weybridge, and Whiting.

3. Addison Southwest District, made up of the towns of Benson, Bridport, Hubbardton, Orwell, Shoreham, and West Haven.

Each of the New England states has a well-organized state department of education with a commissioner in charge and numerous deputies and directors. It is not necessary to dwell upon this phase of the work at this time as our main interest is in the local units.

In Rhode Island, all superintendents and supervisors hold certificates of qualification issued by or under the authority of the state board of education. The state aids supervision under three plans:

a) It pays not exceeding half the salary but not \$1,000 per town if a town hires a certificated professional superintendent.

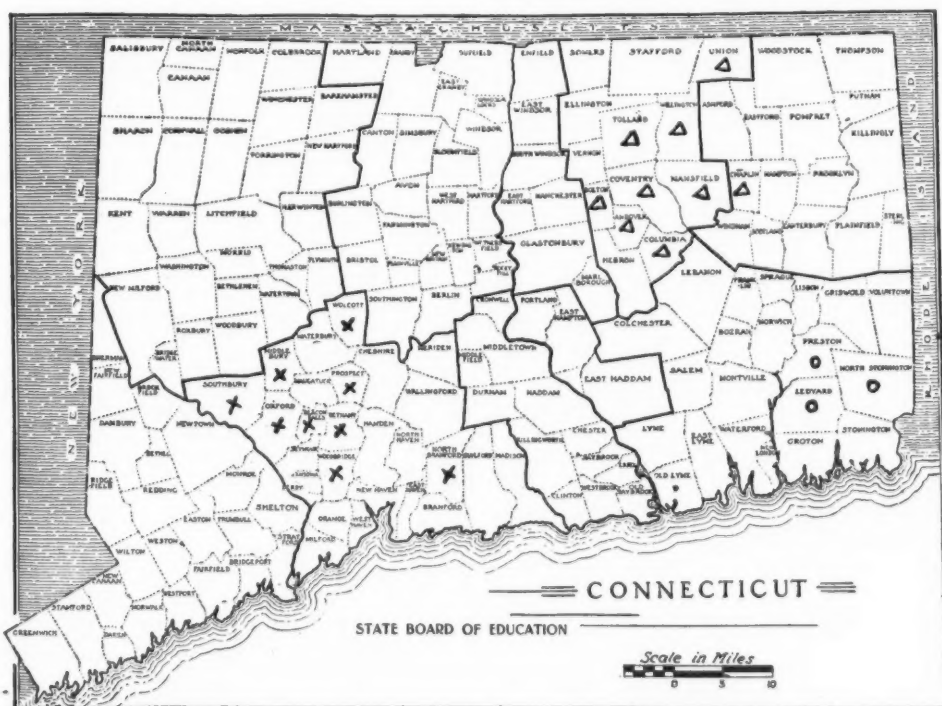
b) It pays one half the salary and not exceeding \$1,000 toward the salary of a joint superintendent for two or more towns.

c) It offers to provide supervision for towns which have not accepted (a) or (b) and which request the appointment of a superintendent by the board.

Map No. 5 shows a typical Rhode Island supervisory union. It is made up of the towns of Hopkinton, Richmond, and Charlestown.

In Connecticut there are 68 superintendents who work in only one municipality, either a city or large town. Two superintendents have two towns each. The other 94 towns are smaller in population and their schools are administered by state field supervisors or rural agents. There are 16 of these state agents and the 94 towns are divided among these 16 agents as follows:

Number of Towns in District	Number of Agents
2	1
3	2
4	2
5	2
6	3
7	3
8	0
9	2
10	0
11	1



MAP 6. THE SUPERVISORY UNIONS OF CONNECTICUT
The schools of two large Unions and a small Union are designated by X's, O's, and triangles.



MAP 5. A RHODE ISLAND SUPERVISORY UNION
It includes three towns (townships).

In all cases where there are six or more towns in a district there is an assistant supervisor. There are 9 of these assistant supervisors, making the total professional administrative and supervisory force in Connecticut, not counting the state department, of 97 persons. There is a director of field service who organizes all of the towns which avail themselves of the state's supervisory service. The districts are changed only when necessary for economic or educational reasons, and due attention is given to all requests of boards of education for withdrawal.

Connecticut has only one special district and New Hampshire has but 10 special districts, and the probability is that most of these will be done away with by legislative action in the near future. A new idea which may become a trend in New Hampshire is for two or more towns to unite as one school district. Quoting from the Biennial Report of the State Board of Education of New Hampshire, "There could be better schools and a saving in cost if many of these smaller districts (towns), without

losing their town independence, could be joined with near-by but larger school districts. The action of the three school districts located in the towns of Tilton and Northfield affords a striking illustration of the advantages of such organization. Northfield and Tilton are now two separate towns, but by legislative act are organized as a single district for school purposes."

In all of the New England states there is a town school committee for each of the towns. There are still a very few special districts in some of the states, but these special districts have nearly all disappeared and they are but a lingering remnant of the time when they were very general.

"From the Connecticut laws which relate to supervision, it is clear that the supervising agent assigned to a town at its request bears the same relationship to the local boards of education and has the same legal duties as the locally appointed and locally paid superintendent of schools. He is the executive agent of the board. He must make the annual statistical and financial reports. He must nominate teachers and supervise the schools. The Connecticut State Supervisory Service exists for the one purpose of providing skilled educational leadership to those Connecticut towns of 25 teachers or less which request it, to the end that the schools in the communities may be the best possible."

The entire salary and traveling expenses of the state agents are paid by the state. These agents devote all of their time to their supervisory jobs and they have from 35 to 40 teachers each. Mr. W. S. Dakin, the Senior Supervisor of Rural Education for Connecticut, says that, "The large districts are organized to provide an opportunity for expert supervision of primary grades. The assistant supervisors are women trained for this work. The policy is to gradually reorganize until the majority of the districts have this service."

Map No. 6 shows the State of Connecticut and three of the districts for the rural agents, one small and two large districts.

X	△
Beacon Falls	Andover
Bethany	Bolton
Middlebury	Chaplin
North Branford	Columbia
Oxford	Coventry
Prospect	Mansfield
Southbury	Tooland
Wolcott	Union
Woodbridge	Willington
O	
Ledyard	
North Stamford	
Preston	

The county system of school administration will probably never be undertaken in New England. Outside of a certain amount of statistical tabulation by counties this unit plays no part in school planning or procedure. In other states the county is such a variable quantity that it offers many problems as a suitable unit for school administration. The tremendous differences in sizes of counties within the same states is noticeable. For example, San Bernardino County, California, is nearly three times the size of the State of New Jersey, but the smallest of the 21 New Jersey counties is larger than the smallest county in California.

So far, in this paper, the mechanics of the administrative set-up has been stressed. The spirit of the professional personnel of the New England superintendence is outstanding. To begin with, the superintendent must be a college graduate with successful teaching experience. All but the city or independent, that is, one-municipality, superintendent, in order to have part or all of his salary paid by the state must qualify by examination. The commissioners are real professional leaders, and they carry on a high type of training for their superintendents

in service. Every summer the Maine superintendents gather at the Castine State Normal School for a wonderful week of fellowship and professional conferences. In New Hampshire the superintendents gather usually at the Plymouth Normal School for a delightful three-day conference during the Christmas vacation and then again in the summer the group gathers at Dartmouth for a more extended session. Henry C. Morrison, of Chicago University, during his term of service as New Hampshire State Commissioner, set a high standard of ex-

cellence for these meetings and Ernest W. Butterfield, now of Connecticut, his immediate successor, and James N. Pringle, the present New Hampshire Commissioner, have kept up the same high professional standard and wonderful fellowship among the schoolmen of the state.

There is very little politics in the New England schools. School boards understand their jobs and they do not usurp the rightful duties of the superintendents. The selection of teachers is left to the superintendent and so are all of the other strictly professional tasks.

What a Neighborhood Can Do for Its School

Maude E. Johnston, Principal Henry Neill School

Charles J. Daltbop, Superintendent of Schools, Aberdeen, South Dakota

School districts faced with the problem of erecting school buildings to care for continually increasing school populations during the depression period have found that many items of the school-improvement program have had to be neglected or deferred because of limited finances. Aberdeen, South Dakota, was compelled to erect a new elementary-school building within the last two-year period as the result of the addition to the city of a suburban area containing more than two hundred children of school age. The board of education had accumulated enough surplus in its general fund to erect the building and buy the equipment, but had no funds available for landscaping, tree and shrubbery planting, sidewalks, and yard beautification.

The people living in the area to be served by the new school volunteered aid in an immediate grounds-improvement and school-beautification program if the board would furnish the building and equipment.

The setting for this display of community loyalty and interest in this cooperative project was ideal in that the building was named in honor of one of the veteran members of the board of education who had given excellent service to the city in the way of foresight and general progressive educational policies. He lived in the district where the new school was to be located. Shortly after the school was completed he participated in an elaborate dedication ceremony planned by the people in the district. He took an intense interest in the

school, visited it frequently, and encouraged the patrons in any improvement or progress that they made on the school grounds. This served as a stimulus and incentive to spur them on in greater effort to rush the completion of the grounds-improvement program.

The problem of providing trees for the exterior planting was solved by the students of biology in the high school who lived in the area adjacent to the school. At their own expense these young folks furnished enough Chinese elm trees to plant three sides of the building on Arbor Day, 1933. Simultaneously the children of the elementary grades attending the new school purchased trees of various types for the interior grounds beautification, and with the assistance of the director of the park board, completed the landscaping and planted trees in their proper places. The children who participated in these two projects have been constantly interested in the growth of the trees and have helped in their care.

A group of parents, with the assistance of an amateur landscape artist, who lived in the new area, planted a perennial garden with shrubbery as a background. The shrubbery background consisted of a honeysuckle hedge bordered with lilacs, roses, buckthorn, spirea, flowering plum, dogwood, flowering currant, and sumac. This served to separate the garden from the parking space and playgrounds. Directly in front of the hedge, a perennial flower garden was planted and was made up of mountain phlox, monkshood, iris, gladiolus, pink and



THE SCIENCE CLUBS AND THEIR ROCK GARDEN WHICH THEY HAVE PLANTED AND TENDED SINCE THIS PICTURE WAS TAKEN



PATRONS OF THE SCHOOL WHO PLANNED AND PLANTED THE PERENNIAL GARDEN
Each of the mothers has one or more children enrolled in the school. The interest of the group has been well sustained and has been steadily directed to the educational success of their children.

white achillea, pinks, violets, daisies, coreopsis, poppies, delphiniums, gaillardia, columbine, ribbon grass, tiger and calla lilies, bouncing beth, and hollyhocks. In addition to the perennials and shrubbery mentioned, the parent-teacher association purchased two hundred tulip bulbs and two dozen peonies which the mothers planted around the building and on the edge of the perennial garden. Later they furnished and planted geraniums for a large geranium bed in the center of the lawn.

The boys of the junior high school who lived in the new area volunteered to build a martin apartment with money appropriated by the parent-teacher association. Before it was completed it developed into one of the most elaborate bird apartment houses in the whole city and was of such design and beauty that it could not be duplicated for less than two hundred dollars at any commercial bird-home manufacturing establishment. After this first incentive to aid their school, the same group of boys built a bird bath and later a bird feeding tray which were placed in positions in the school yard where they could be easily observed by the younger children from the classrooms.

The pupils in the school became interested in birdhouses through the study of birds in their science clubs, and a birdhouse-building contest was sponsored. The houses were made

at home with special enthusiasm created in the project through cash prizes offered by members of the board of education who acted as judges. The winning birdhouses were worked into the perennial garden setting.

The science club of the school made an outstanding contribution to the project by building a rock garden and lily pool near the perennial garden. The native rocks were gathered by the pupils, and with a few choice specimens furnished by patrons, a fine addition to the grounds was made. Stone steps, a rustic bridge, and goldfish, furnished and placed by the pupils, enhanced the general beauty of the project.

One of the teachers in the school organized a welfare group in the community. Groups of ten women met twice a week in the recreation room of the school and with sewing machines provided by a local dealer made and repaired from materials furnished by the Red Cross, dresses, shirts, mittens, and clothing of all kinds. So efficient was the work of the group that the Red Cross and Associated Charities headquarters referred all applications for help from the area directly to the school-welfare committee.

People of the town generally agree that more community loyalty and school appreciation has been developed in the Henry Neill area through

these necessary coöperative projects than in any school center in the city. In addition to building a school-conscious community, the work has produced one of the real public beauty spots of the city.

THE HAVERHILL SORORITY CASE

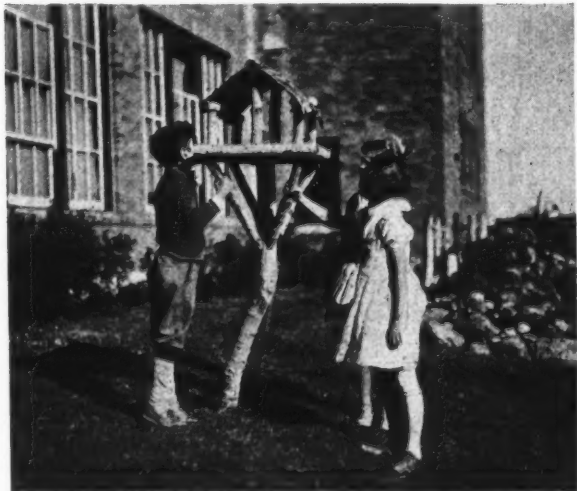
The board of education of Haverhill, Mass., expelled eight girl high-school students last January, because they belonged to a sorority. The action caused much commotion in the community, and prompted the parents to enter an action in the Supreme Court of the state, demanding the reinstatement of the students.

The contention made was that the board had interfered unduly with parental authority and that the pupils had a right to join any organization operated outside of school hours and away from the school premises.

The court, however, decided in favor of the board of education. That body, it held, was in charge of the schools and could determine through rules and regulations what was best for the mental, moral, and physical welfare of the students. The authority thus vested in the board extended beyond the school premises, touching upon such activities engaged in by the students as might affect the discipline and orderly conduct of the school.

SCHOOL-BOND SALES

During the month of June, school bonds to the total of \$8,422,000 were sold in the United States. Of these, \$6,931,500 were for capital investment, \$1,451,000 were for refunding, and \$39,500 were short-term issues.



THE BIRD FEEDING TRAY
is a source of continued interest.



THE MARTIN APARTMENT PLANNED AND CONSTRUCTED BY JUNIOR-HIGH-SCHOOL BOYS
provided a valuable group project. The apartment house may also be seen in the picture at the top of this page.

The Importance of a Work Program or Budget

Dr. Daniel P. Eginton, Assistant Supervisor in Research and Finance, Connecticut Department of Education

A sound financial budget has long been considered as indispensable for good administration of a school or any other institution. It is seldom realized, however, that a well-formulated work program or budget of activities is equally as important as an adequate financial budget.

Unless educational administrators and supervisors have a definite well-thought-out plan of procedure, that is, have planned their work carefully and wisely for a long-span period, they are likely to proceed in an unordered and unsystematic manner and hence do poor work. Someone has succinctly summarized the central concept of this principle as follows: "*Plan your work, and work your plan.*" In order to be able to do this it is necessary that each educational executive prepare a work program very carefully, showing the following:

1. General and specific problems which are to be dealt with during the period for which the program is formulated.
2. Time at which problems likely will be taken up.
3. Methods and activities to be used.
4. Checks and measures which will be used to evaluate results.

There are seven significant advantages or reasons for forming and following a work program or plan in educational administration and supervision.

1. *It forces every supervisor and administrator to analyze and examine his functions or field carefully enough to be able to define his specific problems and purposes or goals.* The importance of attacking the major problems or setting up satisfactory goals is stressed by all progressive executives. These goals really constitute the educational program, the chances which the school tries to offer to every boy, girl, and other citizen. The tendency of many school people seems to be to assume uncritically that they know what they should be trying to do and seldom analyze their activities. Thus they rarely ask such questions as: What are the real purposes of the supervisor? Of the visiting teacher? Of the attendance officer? Of the special supervisor? The nurse? The teacher? The psychologist? The principal? Yes, even the superintendent? A job analysis of the functions which many of the foregoing are now discharging and the manner in which they are carrying them out often discloses that they have little understanding and insight into the fundamental things that they should be doing! They have never critically analyzed their job!

Value of Systematic Planning

2. *Work programs cause the individual to set up a systematic plan of the means and methods by which he hopes to achieve the purposes or solve the problems which have been previously determined.* This also requires much careful planning and far more insight, foresight, and comprehension than is generally possessed by the typical educator. For instance, in drawing up his work program the state supervisor must determine approximately how much time he is going to spend in writing, visiting schools, attending conferences, organizing and working with committees, reading, traveling, conducting researches, and so forth; what he is going to write, which schools he is going to visit and for what specific purposes, where he is going to hold conferences and for what purposes, the general nature of what he hopes to read, where he hopes to travel, the kind of

committees he wishes to appoint, and so forth. Needless to say, it is an exacting task to do these effectively because there are always many unknown and unforeseen factors which must be taken into consideration. It is always very difficult to predict how situations may develop even where all the elements are quite definitely known such as with a committee working on a program of modern English.

It is not difficult to demonstrate that the average educator has given little critical study of all the methods and means or educational resources which are available. For instance, the typical supervisor today probably spends approximately 80 per cent of his time talking to individual teachers and observing classes. Most supervisors scurry from school to school and have little appreciation of all the other valuable means which should be used to help teachers and pupils do better work. The typical superintendent probably uses equally as much time holding conferences (just talking) and gives too little time to community contacts, organizing and conducting researches, professional study, writing and organizing thoughts, planning, observing the system as a whole, stimulating and guiding his associates, and checking results. I have yet to interview the public-school worker who has made an unmitigated analysis of all the available means which might be used to accomplish his purposes. He usually relies most upon preachments and magic rather than upon scientific means and methods.

3. *Work programs should require workers to determine how they are going to check upon the effectiveness of their work.* This is one of the most difficult phases of the work of any educator but one which should not be neglected. In setting up tests or checks, each educator must examine carefully the standard tests which are available and practicable. He must also determine the informal measures which may reveal much valuable information. Among the informal tests which may be used are the testimonials and opinions of parents, the staff, of pupils, and others in position to observe critically, and examination of the products produced, and the records and reports of progress.

Assists in Judging Associates

4. *Work programs offer an excellent means by which the able administrative or supervisory officer may supervise and keep in close touch with the work of his associates.* For instance, in the discussion of the purposes or goals which his associates or coworkers should institute, he has an excellent chance to point out fundamentals, to offer excellent suggestions for bettering the work, and to direct the purposes of the program so that they will best harmonize with the work of others. He can achieve the selfsame achievement in the discussion of means and checks. After a work program has been agreed upon and is in operation, it offers a definite and appropriate method which, through periodical conferences on reports of progress, he can keep in intimate touch with what his associates are doing. This is most necessary in all forms of administrative work so that he can continue to guide, offer suggestions for improvement, and stimulate the worker to greater achievement.

5. *Work programs furnish a regular plan of procedure for the worker, hence he sees things in perspective.* He does not have to go to work each morning not knowing what he will do and thus depend upon the inspiration of the

moment or the events of the day for something to do. Unless his work is carefully laid out and well planned, he is very likely to "putter" around, to go off on tangents, to overstress details, to stagnate because of the lack of challenge from a real job, and duplicate and repeat himself because he has not outlined his work as a whole on progressively higher levels of achievement. He cannot systematize his procedures and develop valuable habits of work because the days' programs are so varied and haphazard.

6. *Work programs are necessary in order to draw up a satisfactory financial budget.* As before stated, these two go hand in hand in modern administration. Obviously, it is quite infeasible to pass upon budget appropriations unless there is a clear understanding of the educational activities for which money is to be spent. Simple as this sounds, we challenge any reader to show an educational organization which is now basing its finance budget upon the evidence or data shown from a study of work programs of the various personnel of the organization.

7. *Work programs help the personnel analyze their work more judiciously and improve it according to determined needs.* They help workers check upon their weaknesses and mistakes, the places where they are wasting time, and the instances in which they are using wrong methods or attacking nonessentials rather than the fundamentals. The foregoing benefactions are not likely to be satisfactorily gained the first year but are the rewards from years of practicing wise planning and use of plans in their work.

Every work program should be planned so that it is flexible enough to be adjusted to the incalculable situations which inevitably arise, such as special conferences, changes in personnel, local politics, disease epidemics, and other disasters. The criticism in the past of those who use work programs has not been that they have been inflexible but that they have been too flexible and make it too effortless to change plans and procedures. Obviously no one should be a slave to his work program but should follow it reasonably close if it is to achieve its real purpose. It is regrettable that so few people seem to have the capacity to draw up a good plan and really follow it out. The tendency is for far too many to follow the plan when convenient but to detour or even drift from it in case of any conflict.

Criteria for a Work Budget

In order to realize the foregoing benefits, work programs clearly must be carefully formulated and religiously observed. More specifically, the following criteria should be followed in developing a work program:

1. It should be in written form and logically organized so as to be easily read.
2. It should be developed around the general and specific problems which are to be taken up during the period for which the program is formulated.
3. It ought to be cooperatively developed by all immediately concerned in its success.
4. The amount of time which will likely be given to problems and the time at which they will likely be taken up should be clearly stated.
5. The methods and techniques to be used in solving the problems and reaching the goals of supervision should be stated.

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A Guidance Experiment in the Pratt, Kansas, High School

Calvin O. Evans, High-School Vocational Counselor, Pratt, Kansas

The high school in Pratt, Kansas, includes the years from the seventh to the twelfth grades. In these six years are enrolled approximately 675 students. For some purposes of administration the school is divided into junior and senior high schools, of three years each.

In the last four grades fifty courses of instruction are offered. These subjects are divided into eight groups, out of which each student must select two majors of three units each, and two minors of two units each. Sixteen units of credit are required for graduation from the senior high school, four being carried from the junior high school. Of these sixteen units six and one half are required, and nine and one half may be elected from the remaining 39 courses which are offered.

For purposes of administration the school is divided into homerooms. The adviser does not advance with the students but remains usually with the same grade year after year.

An examination of the situation discloses certain facts. In the first place, the offering of different courses presupposes that the student body will somehow make a wise choice of subjects according to their particular interests and needs.

In the second place, there is included in the junior-high schedule a number of courses which are taken part time, and which partly at least are offered for the purpose of permitting the student to explore his field of interests. This offering of try-out courses presupposes that the information as to individual interests which is obtained will be used in determining the high-school course of the student.

In the next section in the discussion of the problems to be met, we shall discover that both of these presuppositions have not always been justified.

Problems Present Before the Experiment

The first problem concerned an occupations class which is and was required of all ninth-grade students. Despite what other things the instructor might desire to teach, the course usually devoted most of its time to imparting vocational information. There is probably some considerable justification for doubting the value of such a course. Most vocational information which comes from books is out-of-date before it leaves the press. Even if the information was always good, no one would deny that the student would forget the greater part of the material. The problem here was to find something more enduring and more valuable than the mere teaching of vocational information.

The second problem arises from the necessity of the student making choices between different school subjects. As the situation did exist, the student meandered about among the different courses with little or no thought of where he was going. Enrollment usually occurred at the end of the year, or at the beginning of the next school year. This meant that enrollment was *en masse* and that the advisers in charge were more concerned with technical matters than with advising the student.

The student had certain rather well-defined methods of selecting a course. The usual method was to meet the "gang" or "chums" in the hall and decide what they would all take. If a member of a group was so unfortunate as to miss this pre-enrollment caucus, he or she might ask the adviser to see So-and-So's card

and then proceed to enroll as the members of the "gang" had enrolled. A second principle and one which the gang as a whole considered very carefully was the relative difficulty of the different subjects offered. Needless to say choices usually fell to the so-called "snap courses." Another time-favored method of choice was to discuss the teacher. If a member of the family had liked the teacher then the course was considered, but if this relative had trouble with the teacher in question, then the course was usually not taken. Here and there was a "queer" student who actually considered his needs and consulted his teachers. In the majority of cases, however, it is reasonable to doubt whether a wise choice was made.

Even if the homeroom advisers had seriously attempted to counsel the student little would have been accomplished. Each child is under as many different advisers as he has years in the school. It would be too much to expect that four teachers could agree entirely upon a matter of this sort, therefore a schedule would lack coherence and continuity.

Finally, there was the problem of the parent. In the grades the children always brought their problems home and did their best to take their parents to school. In high school the student no longer discussed his problems so freely with the father and mother and would feel just a little embarrassed if they would visit classes.

It is certainly reasonable to think that most parents are quite vitally concerned and interested in the selection of subjects made by their children. In the method of enrollment described above, the parent played no important or definite rôle, and the small part he did became less as the student grew older. The parent, and incidentally the school patron and taxpayer, had very few direct methods of learning about school subjects and their value. It is little wonder that they condemned some subjects as "frills and fads."

The Experiment

The need for a solution to these problems was apparent. The school was offering a course which was not justifiable. The thought occurred to us to let that teacher and that course be the unifying force which ties the parent, the student, and the school together. Consequently, the occupations teacher was made a vocational and educational counselor. The study of the courses offered in the high school became an important unit in the occupations course.

A description of the exact procedure followed is necessary before one can determine whether the problems outlined above have been in any degree solved by this experiment. During the occupations course, which is a one-semester subject offered as a course with community civics, the student is urged to think in terms of what he would like to be, and what he likes to do. The counselor acquires a mass of knowledge about these interests from observation, from interest tests, from personal interviews with the student, and from student's past scholastic records. Near the end of the occupations course the task of translating these interests, desires, and aptitudes into a high-school course is undertaken. First, a letter is sent from the school by the principal, inclosing information relative to the requirements for graduation from high school, and the subjects offered. In the letter the cooperation of the

parent in preparing the enrollment is invited. Next, the counselor arranges an interview with the parent and student. This conference may occur at the school or in the home. The counselor usually tries to make the arrangements for home conferences, in the evening, for this is the best opportunity to include the father in the meeting and it provides an occasion to observe the opportunities of the child in the home. At this meeting of teacher, parent, and child a schedule is planned for the remaining years of high school, which means the tenth, eleventh, and twelfth years. The counselor attempts to explain the meaning and value of the different courses to the family. He makes no attempt to decide what subjects the child will take but guides the choice by pointing out the interests of the student and how these are met or are not met by certain subjects.

The schedule finally decided upon is written upon a five by seven-inch card chart which is signed by the parent, the child, and the counselor. The following is a sample of the chart:

EDUCATIONAL PLAN CHART of John Doe									
Grade	English	Math.	Social Science	Physical Science	Foreign Lang.	Commercial	Indus. Arts	Music	Art
9	I, II	SB, SA	Civics	Science	Latin I, II				
10	III, IV	Geom.	Occupations	Biology	Latin III, IV				
11	V, VI		Constitution			Typing		Art I, II	
12	Journalism		American History	Physics				Art III, IV	
Units	4	2	3	2	2	1		2	
	Major	Minor	Major	Minor	Minor			Minor	
John Doe									
Student									
Mr. Brown									
Counselor									
Mrs. Doe									
Parent									

A TYPICAL STUDENT'S SCHEDULE

This chart is then attached to the student's adviser record card. When time comes for enrollment in the sophomore, junior, or senior years, the individual in charge merely writes down the subjects listed on the chart.

Children naturally change their interests and desires. Therefore there must occasionally be changes in the enrollment. These changes are made, but only after a conference between the student and the vocational counselor, and with the written consent of the parent, the student, and the counselor.

Results Accomplished

The system described above has been in operation for three years. The results noted are:

First, the vocational counselor and the occupations class have become more valuable to the school. There is now something definite to be done which will cause the principles of vocational choice to be used and remembered by the pupil.

Second, the pupil now chooses his elective subjects more wisely since he must confer with his parents and with a counselor who specializes in the task and who will continue to advise him during his school career. Furthermore, the child while still under the influence of the occupations course and at the age of ninth-grade students actually desires to select those subjects which will best meet his interests and needs. When the chart is completed, he is proud of it and may feel quite hurt if circumstances prevent its fulfillment.

Third, the parent has become a part of the school system. From the personal conference he learns to appreciate the value of the high

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Legislative Provisions in Regard to Existing Bonded Indebtedness Following Consolidation

Ralph C. Clark, Graduate Student, Ohio State University

Bonded Indebtedness Hinders Consolidation

A great amount has been written and spoken, since the present economic situation developed, about various ways of effecting economies in the operation of our schools without reducing the quality of education. One of the outstanding economies which has been recommended, particularly for the rural districts, has been the consolidation of two or more small school districts into one large district. The past decade has seen an orgy of building programs carried on in almost every school district in the nation, with a consequent issuing of school bonds which still have many years to run. This bonded indebtedness stands as one of the greatest obstacles in the way of consolidation.

With this point in view it is well to examine the statutes of the various states, to find out the provisions that have been made therein, to place the responsibility for the payment of all outstanding bonds, where two or more smaller districts are consolidated into a new district. A survey of the latest available school codes of the 48 states brings to light some very interesting facts.

Classified into Four Groups

The statutory provisions of the effect of consolidation on taxes to pay the outstanding bonded indebtedness are found to fall into four general groups, as shown by the accompanying table. The first group includes those states that provide that the newly formed consolidated district shall assume the bonded indebtedness of all the districts of which it is formed. The second group provides that the district which voted the debt and therefore was originally responsible for its payment must make such payment, regardless of any consolidation of districts which may take place. A third group of states makes special provisions for the adjustment of the indebtedness among the several districts. These will be discussed more fully later. The fourth group makes no statutory provisions for placing the responsibility as to the district or districts which will assume the outstanding bonded indebtedness in the case of consolidation. It should be of interest to examine each of these groups carefully.

Classification of States According to the Statutory Provisions for Responsibility for Bonded Indebtedness Following Consolidation of Two or More Districts

Consolidated District Assumes Indebtedness	Original Districts Retain Liability	Special Provisions for Indebtedness	No Statutory Provision Made
Arkansas	Arizona	Alabama	Georgia
California	Colorado	Iowa	Kentucky
Connecticut	Minnesota	Michigan	Louisiana
Delaware	Oklahoma	Mississippi	Maine
Florida	Oregon	New Mexico	Maryland
Idaho	S. Dakota	Texas	Massachusetts
Illinois	Vermont	Wyoming	New Hampshire
Indiana	Washington		North Carolina
Kansas			Rhode Island
Missouri			South Carolina
Montana			Tennessee
Nebraska			Virginia
New Jersey			West Virginia
New York			
Nevada			
North Dakota			
Ohio			
Pennsylvania			
Utah			
Wisconsin			

1. Consolidated District Assumes Debt

The largest group of states makes explicit provision for the newly formed consolidated district assuming the outstanding bonded indebtedness on all the abandoned districts and the levying of taxes against all property within the consolidated district for the payment of these bonds. Likewise, provision is made in most of these states for the consolidated district to assume all the assets of the abandoned districts as well as the liabilities.

It might be well to look at the statutes of some of the states which make provisions for the consolidated district to assume the indebtedness of the districts of which it is formed.

CALIFORNIA. When any school district is united or in any manner merged with one or more school districts so as to form a single district; the district formed is liable for all the outstanding bonded indebtedness of the districts so united or merged.¹

MISSOURI. Whenever any consolidated district is organized . . . all bonds outstanding against the original districts shall become debts against the consolidated district.²

NEW YORK. When two or more districts are dissolved . . . and annexed to adjoining districts or consolidated, . . . the bonded indebtedness of any such district shall thereupon become a charge upon the enlarged district formed by such annexation.³

OHIO. When territory is annexed to a city or village district . . . the legal title of school property in such territory for school purposes shall be vested in the board of education of the city or village school district. Provided, however, if there be any indebtedness on the school property in the territory annexed, the board of education of the city or village district shall assume such indebtedness.⁴

PENNSYLVANIA. The indebtedness of any independent school district, when abolished, whose land is wholly within the boundaries of any school district that is established, shall be assumed and paid, and all its personal property acquired by such district.⁵

There are twenty states which make provisions very similar to the preceding ones. In addition to those states whose statutes are quoted, the following states make a like provision: Arkansas, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Kansas, Montana, Nebraska, New Jersey, Nevada, North Dakota, Utah, and Wisconsin. Indiana and Illinois provide that the consolidated district shall be responsible for the payment of the outstanding bonds, but provide that it pay the original districts the present value of their real estate and buildings less any unpaid indebtedness. Arkansas, Connecticut, Kansas, Nebraska, New Jersey, Ohio, Pennsylvania, and Wyoming all provide specifically for the consolidated district to acquire the title to all property as well as assume and pay all indebtedness. All other states in this group seem to imply that the title of all property used for school purposes in the district be vested in the board of education of the consolidated district.

2. District Liable which Voted Debt

The states which make a specific statutory provision for the district which voted the bonded indebtedness to pay it, regardless of any consolidation which may take place, are eight in number. Some outstanding examples of the statutes which make this provision follow:

COLORADO. All of said bonded and other debts and liabilities of each school of said school districts of the first class shall be paid by the school district

of the first class owing the same by a special tax levied from time to time as may be necessary upon the property within the boundaries of the school district of the first class owing such indebtedness as said boundaries existed when such school district becomes a part of such consolidated school district.⁶

MINNESOTA. All incurred and outstanding obligations of any district so discontinued and vacated shall be and remain a charge upon the property formerly within said district to the same effect as if said district had not been discontinued . . .⁷

WASHINGTON. Each school district composing a consolidated district shall retain its corporate existence so far as necessary for that purpose until its indebtedness has been paid in full . . .⁸

The states other than those whose statutes have been quoted which make similar statutory provisions are: Arizona, Oklahoma, Oregon, South Dakota, and Vermont. The statutes of this group of states are very specific. The district retains its existence for the payment of its bonds if for no other reason. Vermont says simply that "each district shall settle all its own business affairs and pay all its indebtedness." It is interesting to note that, with the exception of Vermont, these states are all western states.

3. States Making Special Provisions

Special provisions for adjusting or reappportioning of the bonded indebtedness of the districts which join to form a consolidated district are made in seven states. The best method of presenting these seems to be the quotation of the statutes of the various states which make this provision.

ALABAMA. SEC. 114. When any part of the territory embracing a school under the supervision and control of the County Board of Education is annexed to a city having a City Board of Education . . . the County Board of Education shall retain supervision and control of said school . . . until an agreement has been made between the County Board of Education and the City Board of Education . . . with reference to the matter of existing indebtedness.

SEC. 115. If such agreement is not reached within thirty days after the annexation it shall be mandatory to refer the final disposition of the matter to arbitration of a board consisting of three members.

SEC. 116. The Board of Arbitration shall secure all facts available relative to the matter . . . and determine all matters relative to the . . . existing bonded indebtedness. . . .⁹

MICHIGAN. When the township district shall be altered in its limits by annexing a portion of its territory to another township or townships, the township boards of education shall meet in joint session . . . and make an equitable division of the assets and liabilities of the school districts of the township from which the territory was detached, basing their division upon the amount of taxable property as the same shall appear upon the last assessment roll of such township.¹⁰

MISSISSIPPI. If there are any outstanding bonds or other indebtedness on any or all of the school districts composing a special consolidated school district, it shall be the duty of the board of supervisors to levy taxes on each of such districts from year to year according to the terms of such indebtedness until same shall be fully paid. But on a petition signed by a majority of the qualified electors residing in that portion of the special consolidated school district not having a bonded indebtedness, if such exists, and on a petition signed by a majority of the qualified electors residing in the special consolidated school district requesting such, the board of supervisors shall levy taxes on the entire special consolidated school district from year to year or according to the term of the total amount of all the indebtedness until same shall be fully paid, or with the consent of the creditors or bond holders said indebtedness may be paid prior to the date it is due, either with cash or with other bonds.¹¹

¹California School Code, Sec. 2.71 (1929).

²Missouri School Laws, Sec. 11262 (1929).

³New York Education Law, Sec. 134a (1932).

⁴Ohio School Laws, Sec. 4690 (1928).

⁵Pennsylvania School Laws, Sec. 110 (1929).

⁶Colorado School Laws, Sec. 169 (1929).

⁷Minnesota School Laws, Sec. 41 (1927).

⁸Washington School Laws, Sec. 488 (1923).

⁹Alabama School Code, Sec. 114-16 (1927).

¹⁰Michigan General School Laws, Sec. 300 (1931).

¹¹Mississippi School Laws, Sec. 119 (1931).

IOWA. Within twenty days after the organization of the new boards, they shall meet jointly with the several boards of directors whose districts have been affected by the organization of the new corporation or corporations and all of said boards acting jointly shall recommend to the several boards an equitable distribution of the liabilities of such school corporations or parts thereof among the new school corporations.¹²

NEW MEXICO. Upon changes or consolidation the County Board shall make such reapportionment of the resources, debits and credits of the affected districts as shall to it seem proper, subject to review by the State Board of Education upon application of the Board, or School Directors, or taxpayers aggrieved.¹³

TEXAS. If at the time of such proposed consolidation there are outstanding bonds of such districts, then at an election held for that purpose on some future day, there shall be, or at the election held for the purpose of consolidation, there may be, submitted to the qualified taxpaying voters of such consolidated district the question as to whether or not the said consolidated district shall assume and pay off said outstanding bonds and whether or not a tax shall be levied therefor.¹⁴

WYOMING. When any changes have been made in school district boundaries . . . the school district board shall make an equitable disposition of the indebtedness and assets of all districts affected by the change in boundaries, and the subsequent assessments for, and distribution of, tax burdens shall be made accordingly.¹⁵

¹²Iowa School Laws, Sec. 4137 (1925).

¹³New Mexico School Code, Sec. 807 (1927).

¹⁴Texas School Laws, Sec. 159 (1931).

¹⁵Wyoming School Laws, Sec. 100 (1927).

As will be noted from the foregoing statutes that some states make provision for an equitable adjustment of the assets and liabilities of the districts forming the consolidated district. This is true in the case of Michigan and Iowa which provide for the school boards affected to make the adjustment, while Alabama provides for a special board of arbitration. New Mexico provides that the county board of education shall apportion the debits and credits of the districts, subject to review by the state board of education. Wyoming allows the school district boundary board to make the adjustment. Texas and Mississippi, however, leave it to the electors as to whether the debt shall be assumed by the consolidated district or paid by the original districts. Texas provides for an election to determine this, while Mississippi provides that petitions signed by a majority of the electors in the consolidated district place the burden on all the taxpayers in the entire district.

4. States which Make No Provisions

Thirteen states make no provision for the assumption of bonded indebtedness in case of consolidation. A study of the situation in these states makes it very self-evident why it is unnecessary for these states to make such statu-

tory provision. Seven of these states, namely, Georgia, Kentucky, Louisiana, Maryland, North Carolina, Tennessee, and Virginia, have a well-organized county system of school control, and in most of them the county is the district unit so there is no need for consolidation. West Virginia provides that no school districts can be changed except by law. The balance of the states which make no provision for consolidation are all located on the Atlantic seaboard; namely, Maine, Massachusetts, New Hampshire, Rhode Island, and South Carolina. These have all had stable state government for the past one hundred and fifty years and are therefore so fixed as to school districts that provisions for change are not likely to be used.

A general review of the situation shows that all the mid-western and western states make specific provision for taking care of the existing bonded indebtedness in case of consolidation. The majority of the southern and eastern states, however, make very little provision for doing this. As stated before, the majority of the states make it specific that where two or more districts are consolidated into one large district the property within the new consolidated district shall be taxed for the payment of any bonded indebtedness that existed in the several districts prior to the consolidation.

Whose Responsibility Will *the* School Lunchroom Become?

J. C. Mitchell, Superintendent of Schools, Murfreesboro, Tennessee

The case of school feeding in some respects is not different from accepted functions of public education. It has gone through many of the cycles of growth and change and development which have been characteristic of those activities of the schools that are now regarded as well established. Many of the questions it has raised have already been answered. But there are others both vital and timely which arise and press upon the school executive for consideration. Not the least of these are, "Whither is this business headed?" and "Whose responsibility will it ultimately become?"

The school lunchroom has become a major activity in the field of administration. Its spread reaches from the small lunchroom with limited equipment and service in the rural community far removed from the centers of population to the expensive and well-appointed cafeterias found in practically every city in the land. Its activities involve the feeding during the school day of hundreds of thousands of children from every walk of life. The daily financial intake and outgo, the ever-increasing investment in equipment, approaches close to big business.

The Cafeteria Has Come to Stay

A recent report indicates the hold which this enterprise has upon the public mind. It shows that the number of installations has doubled during the last decade. The number that have been removed for any cause during this period is almost negligible. The reasons for this popularity are evident. It is rooted in the idea of service. A widening interest in the relation of well-nourished bodies and healthy mental growth has stimulated efforts in its behalf and is helping immeasurably to give it a definite place in the program of educational endeavor. It is felt the lunchroom answers a real need in modern life in that it supplies that which

modern life in the home does not now furnish. In a word, it has become a part of the movement to democratize and socialize public education.

The cafeteria as a health agency looms large. Due to present economic conditions there is widespread malnutrition. Literally millions of

children, necessarily must depend upon the school cafeteria for a large part of their body-building food. The health habits of an army of children and young people here receive guidance.

A check of available data shows a tremendous volume of business done annually in



SERVING TABLES IN THE CAFETERIA AT THE DEERFIELD-SHIELDS TOWNSHIP HIGH SCHOOL, HIGHLAND PARK, ILLINOIS

Nets and white cloth bands protect from falling hair. The food is dished hot from the steam tables as lines of students pass on each side. Dishes are sterilized in sanitary dishwashers. Mechanical refrigeration is also used. To save time students eat on attractive metal trays and carry them with dishes to serving tables at the end of the meal. This type of high-grade help is necessary to assure satisfactory service in the school cafeteria. It can only be maintained when the board of education employs and controls the kitchen and serving corps.

school feeding organizations. The daily sales even in a school of moderate size are often commensurate with the noontime receipts of a downtown restaurant. Good business administration has long ago decreed that success will not long attend such efforts without the most definite fixing of responsibility which shall cover every detail of the organization.

In addition to these reasons for fixing responsibility, the complicated problems that arise daily affecting the menu, the personnel, the purchase of foodstuffs and their preparation, the service, the relation to the other parts of the school, give ample cause for consideration of a type of responsibility that not only shall be fixed but shall carry ample authority as well.

Where is the Organization Headed?

There are at least a dozen different ways in which school feeding throughout the country is now handled. Less than half this number are distinct and significant. These have been slowly evolved from the crude beginnings of thirty years ago. Observing them at any time during this period, trends in their growth and development are easily noted. These trends, it appears, represent attempts of school organizations to meet significant demands which an American public has made of them.

As it now stands, the general policy of centralization, while it has made rapid strides toward stabilization, is not yet settled. In a recent questionnaire it was found that a large group of schools had each tried as many as three plans during the life of their cafeterias in order to get them on a solid basis. It is evident that here as in every other business there must be first a period of experimentation and change before well-established lines of procedure are developed and accepted.

Whose Responsibility?

The trend seems to be toward well-defined types whose development is dependent upon a number of important factors and whose success is conditioned by many agencies. It is, therefore, pertinent to consider who should assume the responsibility in these types of the school cafeteria. As correlary to this inquiry, several other questions appear. A few are listed here. Who should be directly responsible for its daily operation? Where shall the general management and control be vested? Who should stand the losses? Who should keep up the repairs and make the replacements? What relation shall the board of education have to its management?

It is not amiss to ask, "Where now is responsibility centered? One finds in looking over the field that the cafeterias are managed in numerous localities by local organizations. Among these are listed parent-teacher associations, American Legion auxiliaries, mothers' clubs, and alumni associations. These are found most active in this type of work in the villages and small towns. Relatively few are found in cities over 20,000 population.

By some it is held that the preparation and service of food is a specialized business and consequently should be turned over entirely to a person or persons with training in this particular line who will assume full responsibility for its operation as a private business.

A third plan which appears to find favor provides that the management of the cafeteria shall be vested within the organization of the local school. Of this plan there are several types. Sometimes the principal is charged with the responsibility. He often employs a manager to whom he looks for results. Again he centers responsibility in a department or departments of his school. In one school with more than two thousand pupils it was found that this was



SIMPLICITY AND ECONOMY ARE THE KEYNOTES OF THIS CAFETERIA IN AN ELEMENTARY SCHOOL AT TAMPA, FLORIDA

centered in four departments. The commercial department kept the books; the Latin head had charge of the buying; the domestic-science teachers planned the menus; and the English instructors had charge of the service.

A Plan That Lacks Control

In many of the smaller towns the home-economics teacher alone has charge. Frequently, she alone provides the lunch service with the assistance of her girls and certain others selected from the student body. In a large number of cases investigated by the writer, she is practically independent both as to management and control, and as to disposition of any profits that may accumulate throughout the year. She, so far as we are able to find, in a large percentage of cases makes no accounting to either the principal or the school board of any funds that pass through her hands. Nor is she supervised by the principal or superintendent except in a more or less perfunctory way.

A fourth plan is for the board of education to assume the primary responsibility for the cafeteria. This makes it clearly one of the functions of public education.

In this connection, it may be pertinent to inquire, Why should not those who have the responsibility for administering public education assume this obligation which lies at its very door? The cafeteria serves the pupils in their daily school life. It readily correlates itself with the other phases of schoolwork. It fits into the daily program. It has a definite relation to the individual schoolwork of each child. It meets tests set up for other functions of the school which have already been accepted on the basis of these tests. Quite clearly, it appears that it is as much the duty of school administrators to provide opportunity for healthful growth of children forced to attend the school for a fixed number of hours daily for five days in the week as it is to provide for esthetic and cultural development, which for many years has been abundantly taken care of out of the school budget.

Uniform Administrative Plan Needed

Considering further the idea that the administration of school feeding is a function of the public school, it becomes apparent that some plan will be worked out ultimately for its administration that will become general throughout the land, just as fundamental principles

governing laboratories, libraries, gymnasiums and auditoriums have become recognized in administrative circles and adopted by boards of education. There will be wide variation of the idea, of course, but the main principle will likely remain intact.

In a recent survey made by the author involving approximately 350 cafeterias several facts were brought out that seem to be significant. In the smaller villages, towns, and consolidated country schools it was clearly evident that the trend was decidedly toward the centering of responsibility within the local school.

Some cities break the administration of its cafeterias into smaller units which assume and care for school-feeding problems of the schools which they serve. These in many cases bear a definite relation to each other and are under the general supervision and direction of the board which not only purchases through its representative the equipment but sets up the standards under which these are managed and provides the necessary administrative machinery for maintenance and checking.

In the larger towns and cities in practically all cases there was evidently a recognition of the principle that the lunchroom is a part of the school organization, that the pupils should receive this type of service as a part of the days activities, that it is the function of the board to provide such facilities, and that it is clearly its prerogative to make provision for its administration as a part of the service which the school renders its patrons and the community.

In every case in thirty leading cities of the United States studied by the writer, where the cafeterias are recognized as agencies of the school system, we find the school board providing money for initial equipment. This usually is taken care of from funds provided in the budget under the head of equipment and is charged in many cases to capital outlay. Additional equipment is often charged to the same source but more frequently is secured from funds derived from a small per cent of the gross daily sales of the cafeteria set aside regularly for this purpose and entered against its operating expense.

Trained Personnel in Charge

Managers for individual school cafeterias, dieticians who have had special training in this work, and directors for the larger units

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Techniques for Planning Small High-School Buildings

W. K. Wilson, School Buildings and Grounds Division, New York State Department of Education

PART II — APPLICATION

In the June issue of the JOURNAL an article was presented describing the development of techniques for planning high-school buildings to house schools of 50 to 400 enrollment. These techniques were developed from the analysis of data gathered from over 400 high schools in New York State, and are applicable specifically to the planning of new buildings in that state. In this, the second of a series of three articles describing the development and use of these techniques, a detailed explanation is given of the procedures followed by the School Buildings and Grounds Division of the New York State Education Department in planning a new building for a high school with a predicted future enrollment of 300 pupils in grades 9 to 12, inclusive.¹ The procedures are set forth in numbered steps.

1. *The enrollment.* Before planning a new building, the enrollment for which the building is planned must be estimated as accurately as possible. The customary methods of prediction followed by educational planners are used, with variations suited to peculiar local conditions and available data. In this description an enrollment of 300 pupils in grades 9 to 12 is chosen arbitrarily.

Two Fundamental Considerations

2. *The type of school.* The planning techniques as developed are applicable to 4-year, 5-year, or 6-year high schools. The determination of the type of school is a matter entirely out of the hands of the School Buildings and Grounds Division. This is a matter for the local school authorities to determine, subject to the approval of the board of regents through the commissioner of education, when the school is ready for registration. A 4-year school of grades 9 to 12, inclusive, is used in this article as representative of the type occurring with the greatest frequency throughout the state.

3. *The educational program.* This again is left to the decision of the local school authorities with the advice and counsel of the assistant commissioner for secondary education. In this theoretical case, however, I am assuming the typical, well-rounded program of vocational agriculture for boys, home economics for girls, a full commercial course, science, art, music, dramatics, physical education, and the regular academic subjects of English, foreign language, mathematics, and social sciences.

4. *The special rooms.* In accordance with the educational program set up in Item 3, there will need to be special recitation rooms for the teaching of agriculture, homemaking, art, science, and typing. Physical education will be conducted in the gymnasium, while the work in dramatics and group music, such as glee club, orchestra, or band work, will be conducted either on the stage of the auditorium or in a combination cafeteria-general-purpose room, to be described in a later section of this article. All commercial subjects except typing are classed as nonspecial or interchangeable to the extent that they may be taught in the interchangeable recitation rooms. This is also true of classes in history and theory of music.

For convenience in reading, the table of teacher-station assignments for special subjects is repeated here from the previous article.

From this table the optimum special-room capacities are easily and quickly determined.

¹The planning techniques discussed in these articles are for setting up a schedule of recitation rooms only. Nonrecital rooms will be discussed, however, in a later item of this article.

TABLE I. Recommended Pupil-Station Capacities of Special Rooms for Schools of 50 to 400 Enrollment

Subject	Enrollment 9-12	Teacher-Stations	Pupil Capacities of Teacher-Stations
Science.....	50-88	1	Comb. Room 30
	89-200	1	Comb. Room 35-40
	201-400	2	{ Adv. Sci. 24-30 { Elem. Sci. 35-40
Homemaking.....	50-145	1	16
	146-400	1	24
Vocational Shop.....	50-145	1	16
	146-400	1	24
Vocational Agriculture.....	50-145	2	{ Shop 16 { Shop Rec. 20
	146-400	2	{ Shop 24 { Shop Rec. 24
Typing	50-128	1	15
	129-184	1	20
	185-296	1	24
	297-400	1	28
Drawing.....	50-200	None	
or			
Art.....	201-400	1	28
Music.....	50-400		Combination with Auditorium or Cafeteria
Dramatics.....			

This school of 300 enrollment would require an elementary science room of 35 to 40 pupil-stations, an advanced science room of 24 to 30 pupil-stations, one homemaking room to accommodate 24 pupils, a vocational agricultural shop to accommodate 24 pupils, with an agricultural recitation room of the same pupil capacity, a typing room of 28 pupil-stations, and a combination drawing and art room of the same capacity.

Every School Different

These standards are based upon statistical measures of a large number of existing schools. It must be pointed out that each school actually planned is treated as an individual case, and care is taken to discover any local practices that might make it necessary to deviate from these standards. For example, if homemaking is a course long established in a given community, and so unusually popular as to demand the services of two homemaking teachers, then special consideration would be given to the space allotment for this subject. In a later item in this article the method of determining floor areas for all recitation rooms will be explained.

5. *Interchangeable recitation rooms.* The number and pupil capacity of interchangeable recitation rooms may be determined quickly from the enrollment, the number of daily recitation periods, and with the use of the table of distribution of interchangeable teacher-stations. This table also is repeated here for convenient reference.

TABLE II. Distribution of Interchangeable Teacher-Stations on the Basis of Pupil Capacity, for Schools of 50 to 400 Enrollment

Stations	Small 20-Pupil	Medium 30-Pupil	Large 40-Pupil
3	1	1	1
4	2	1	1
5	2	2	1
6	2	2	2
7	3	2	2
8	3	3	2
9	3	3	3

Assuming a 7-period school day² the formula for determining the number of interchangeable teacher-stations, applied to a school of 300 enrollment, would require

$$\text{Int. Tea-Sta.} = \frac{300/8 + 12}{7} = 7.$$

²These seven periods are independent of any daily period set aside for assembly, lunch, extracurricular activities, etc.

According to the table of distribution, these would be set up as two 40-pupil rooms, two 30-pupil rooms, and three 20-pupil rooms. It is only reasonable to assume that in the architectural planning of a building, slight deviations from these standards are permitted, when structurally necessary.

These seven interchangeable teacher stations are based upon a statistical calculation that an enrollment of 300 will develop 49 interchangeable recitations, which reciting in a seven-period day, would require 49/7, or seven recitation rooms. Of course, it is practically impossible to schedule classes so evenly. It may be necessary to schedule eight, or even nine interchangeable recitations during one recitation period, and a corresponding five or six another period. It has been demonstrated in hundreds of cases, however, that these "conflict classes," so-called, can be assigned invariably to special rooms not in use at the moment, when these rooms are equipped properly for dual use.

Study-Stations

6. *Pupil study-stations.* Under the assumption that all study work done during the school day should be carried on in rooms free from the interference of recitations and other activities, these planning techniques and standards provide for sufficient pupil study-stations to accommodate the peak study load occurring during any regular recitation period within the school week. The total pupil study-stations equal the total permanent study-stations as set up in study halls and libraries, plus the average number of pupil stations in interchangeable recitation rooms unused during the period of peak study load. The required number of permanent study-stations, calculated as a fractional part of the enrollment, is taken from the table of permanent study-stations, the third table repeated from the previous article.

TABLE III. Recommended Permanent Study-Stations on the Basis of Enrollment in Schools of 50 to 400 Enrollment

Enrollment	Study-Stations
80-145.....	1/5 of enrol.
146-200.....	1/4 of enrol.
201-400.....	1/3 of enrol.

According to this table a school of 300 enrollment, with a 7-period recitation schedule, will require approximately 100 permanent study-stations. There are many ideas among educators as to the best distribution of these

stations. Unless unusual conditions occur, it is the custom within the School Buildings and Grounds Division to recommend that 100 permanent study-stations be distributed 60 to one study hall and 40 to the library, these rooms to be as nearly adjoining as possible. In addition to the 40 study-stations in the library, there would be 12 to 15 additional pupil-stations for intermittent reference work.

The Recitation Space

7. *The complete recitational-room schedule.* The original study in which these planning techniques were developed was confined strictly to a determination of an adequate number of teacher-stations and pupil-stations necessary to house a given high school with a given educational program. No attempt was made to determine objectively a table of optimum standards for floor-space allotments for the teaching of various subjects.

In setting up a recommended schedule of recitation rooms for the guidance of architects, however, it is necessary that some standards of floor-space allotment be used. The ones temporarily adopted by the School Buildings and Grounds Division include some standards taken from Strayer and Engelhardt's *High School Standards*, and others set up within the Division, through conference with department supervisors in the various special subjects. This table of standards is given here. (Table IV)

Another standard of measurement used by this Division in setting up school-building room schedules is the standard classroom unit—a room 22 by 30 feet, with a 12-foot ceiling height. According to New York State statutory requirements for floor space and cubic-air space per child, this standard classroom unit is rated as a 40-pupil room. The word *unit*, then, used in the following tabular room schedule, refers to a room 22 by 30 by 12 feet. This schedule, with the exception of recommendations on non-recitational spaces, auditoriums, and gymnasiums, is presented in the form in which it goes from the School Buildings and Grounds Division to the architect employed by the board of education. The architect's first preliminary studies are made to conform to this schedule.

TABLE V. Recommended Schedule of Recitation Rooms for High School, Enrollment 300, Grades 9-12

Room	No. of Each	Pupil-Stations Each	Total Pupil-Stations	Size of Each	Total Approx. Units
Agriculture Shop	1	24	24	22 x 54	1 3/4
Agriculture Recitation ..	1	24	24	22 x 27	3/4
Homemaking	1	24	24	22 x 54	1 3/4
Adv. Science	1	24	24	22 x 38	1 1/4
Elem. Science	1	35	35	22 x 32	1
Typing	1	28	28	22 x 32	1
Art	1	28	28	22 x 32	1
40-pupil Record.....	2	40	80	22 x 30	2
30-pupil Record.....	2	30	60	22 x 22 1/2	1 1/2
20-pupil Record.....	3	20	60	22 x 15	1 1/2
Study	1	60	60	22 x 45	1 1/2
Library	1	40	40	22 x 45	1 1/2
Totals	16		487		16 5/8

Auditorium: Permanent seats _____

Gymnasium: { Free floor space _____
 { Seating space _____

Combination auditorium-gymnasium: { Free floor space _____
 { Seating space _____
 { Stage _____

Administrative space:

Offices _____
Health _____
Teachers' Room -- _____
Cafeteria _____
Storage _____

Miscellaneous: _____

8. *Nonrecitational space and group-activity rooms.* It has been pointed out in previous statements that these planning techniques deal only with the determination of recitational-room spaces. For this reason the recommended floor spaces for nonrecitational rooms and large

TABLE IV. Floor-Space Allotments per Pupil-Station for the Teaching of High-School Subjects

Subject	Square Feet Per Pupil Station
Homemaking shop, agricultural shop.....	50
Cooking	50
Advanced science	35
Combination science	35
Sewing, typing, art, library, drawing, agricultural recitation	25
Elementary science	20
All other recitation	16.5
Study hall	16.5

group-activity rooms have been omitted. The auditorium and gymnasium play a necessary part in the housing of a complete educational program. If a combination auditorium-gymnasium is used instead of separate facilities, we recommend uniformly a combination cafe-

teria-general-purpose room for the housing of group music and dramatic activities. This room is constructed with a kitchen that can be shut off completely from the dining space, with a platform stage and instrument-storage closets at one end, and with furniture that can be removed easily or converted to other uses when the dining activities are completed.

* * *

In the succeeding and last article of this series, a description of the use of these planning techniques in studying and altering an existing building for greater utilization will be given. In the final article I shall refer back to Table V of this article, with a brief discussion of the measure of the ultimate capacity of the building just planned.

The Obligation of the Administrator Regarding Classroom Procedure

John M. Sayles, New York State College for Teachers, Albany, New York

Primarily, the arrangement of a school program rests in the hands of the principal. His analysis of conditions, his understanding of the students, and their allocation to subjects and to classes will determine what kind of school his school is. The problem is challenging and the path somewhat uncharted; the tremendous influx of children to the high schools in the past thirty years has changed a relatively homogeneous group to one very heterogeneous. Recent trends due to the scarcity of work, the abolishing of child labor, and the return of large numbers of postgraduates have accentuated this condition. Social, economic, and intellectual barriers have been let down so that over half of the young people of secondary-school age are in high school.

The methods, organization, curriculum, and administrative procedures have been adapted to a homogeneous high-school group. These have changed, it is true, but the extent of the development along these lines has lagged far

behind the increasing-complexities of the problem. This is not to be wondered at since traditional school buildings, financial programs, accepted curricula, methods, etc., cannot be changed overnight. Most serious of all, no doubt, is the fact that the philosophy, attitudes, and ideals of people, school people in particular, have not kept pace. Sometimes it is the point of view of a principal which holds back teachers' adjustments. Very often it is the teachers that hold back the program of progressive principals. It takes time for an adequate sensitivity to filter out to the rank and file of teachers. It takes time to change a philosophy underlying a teacher's work and more

classes: the exceptional child who, because of physical difficulties, presents immediate claim to our attention, the one who is crippled or deaf or blind or vitally lowered or mentally retarded; that large middle group which comprises the major population of our school body; and a third and important group, the mentally gifted. Perhaps our largest responsibility and our greatest challenge lies with the last mentioned. Our provision for the maladjusted is sympathetic and adequate because their needs are so apparent, but the gifted child might well be called the neglected child of the schoolroom because he seems to demand no special attention. This group is small so far as relative numbers are concerned; 3 to 5 per cent if an I.Q. of 120 is taken as the lower limit; 1 to 2 per cent if an I.Q. of 130 is taken as the lower limit. But in respect to possibilities and future responsibilities as prominent, powerfully important citizens, creators of new things in all lines of endeavor, it has value beyond estimate. Studies made and reported by Terman, Goddard, Hollingworth, and others show conclusively enough that our leaders are to be found in this group, although not all in the group may be leaders.

Grouping Pupils for Efficient Work

The first obligation of the principal is to group his pupils for efficient work. Their wide divergence in capacity creates a condition which demands reliable and complete information concerning the product with which we are dealing. This information should be gathered as early as possible and should be reliable and adequate. We give all of our incoming students the following tests: an Otis Intelligence Test (Group), sections of the Stanford Achievement Test, Thorndike-McCall Reading Scale, Pressey's Diagnostic Tests in English, Sections A, B, C, and D; Thorndike Word-Knowledge Test, and Sangren-Woody Reading Test which diagnoses specific difficulties in reading and shows what constructive procedures are necessary. We make English the practical core subject in the curriculum because it carries through the entire six years; because ability to use it both in conveying ideas and understanding the ideas of others is essential to success in any field of work; because the student's school program centers most readily around this fundamental subject, and success in this field determines to a large degree the attainment in other fields. No legitimate means should be spared to accomplish desirable results here and, hence, par-

time for a new philosophy to be reflected in a teacher's work. An increase in this rate of change seems imperative at this time. To comprehend our problem completely it is desirable to understand the pupil group which comes to us. Let's briefly analyze it; they are in three

ticular care should be given to gain an understanding of needs. With this in mind these tests are studied carefully to find vocabulary deficiencies, shortages in technical English, reading ability, spelling and punctuation, and other difficulties. But a testing program of this type is not enough; some responsible officer should come to know these children as human beings, gained through personal interview or other legitimate means. What are his personal desires; what is his social background, his human interests, his nervous stability, and such other attitudes as make up a personality.

We accept the thesis that English is the practical core subject of the curriculum and build our school program around this subject. At least three things should determine the make-up of these English classes: an intelligence rating, needs as shown through an exploratory English investigation and a personality picture; and as a result of such grouping we form other associated classes. Throughout the school year, from this first grouping and as needs arise, adjustments are made through class assignment, clinic classes, remedial study, and consultation to fit the child's needs and not the principal's convenience. To illustrate specifically, it came to my attention that fifteen children in three different classes needed some special aid over a protracted period to advance successfully in the college-entrance program with the rest of their group. It did not seem possible to set up a corrective program within the individual classes which would be successful, nor did we have available space to make an extra class. Consequently, the schedule of about fifty children, regrouping the entire lot according to their needs, but giving special attention to the group above, was changed and working conditions for all were improved.

Encouraging Pupil-Analysis by Teachers

However carefully homogeneous grouping may be made, any group still will contain pupils of diverse interests, and so the principal's second occupation must be to stimulate his teachers to pupil analysis of the class group. Individual assignment is an old tried friend that is frequently forgotten. Peculiarly a classroom and not an administrative procedure, it demands an alert and analytical teacher. It must be stimulated by a sympathetic administration. No matter how carefully the group may be made from the point of view of needs, abilities must be challenged and desires met. Too many skilful pupils are hindered by not being allowed "to make their minds work" on the problem at hand, or the project used. It seems to me that much of the old-time blanket-assignment procedure must be discontinued and administrators must lead and encourage in this change. Why should not any work sheet or project satisfy some, on the one hand, with a sufficient amount of work, but challenge the other "who sees visions" to a large adventure each day? It is possible to find a group in general science with a work sheet, a lot of bugs, a movable library, a battery of telescopes, and an enthusiastic teacher so absorbed in their work that they are entirely unconscious of any extraneous disturbance until a bell rings, and then to see some coming back after the formal day is over to carry on this new adventure with enthusiasm and zeal. It is possible in a prosaic second-year Latin class to find some carrying the problem of Cæsar's bridge to the workshops where a drawing of it is made and a bridge constructed, and then taking it back to display to their friends and thus to aid in the understanding of this difficult affair. It is possible to make the study of taxes and interest and bonds so interesting that some students cover bulletin boards with graphs, reports, analyses, and the like, collecting examples of this phase from actual life.



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Dr. Burr comes to New Castle from Glendale, Ohio, where he served as superintendent of schools and later as educational consultant. He was formerly connected with the Delaware State Education Department as a research specialist and previously directed the Department of Public School Research at Lynn, Massachusetts.

Clinic Classes to Fit Definite Needs

Again instructional processes can be helped by clinic classes which provide remedies for determined needs; the need, of course, results from various causes; absence which slackens speed, personal slowness in the acquisition of a tool-part of a subject, opportunity for individual review, lack of comprehension on the part of a few, and so forth. Their needs should be discovered early; it is the principal's obligation to see that their organization is prompt and that coöperation from students and teachers is insured. Such classes should be small and of short duration, never punitive, organized with a definite purpose, held regularly and systematically, and promptly discontinued when the purpose has been served. It is frequently desirable to change personal programs; probably these changes should emanate from the office; they should be thought of always in terms of the child, and should take place when the child will be benefited. For slower children who have a definite accomplishment in mind the tempo of the subject should be adjusted. This may mean deferment of a subject after a start has been made, or the organization of a class to accommodate several which will take a longer time to do the work. Discouragement should be avoided and every means employed to establish the notion of success. Faster children should be challenged by the rivalry of the game, by the interest and enthusiasm of the group, by the desire to attain a new and better goal, by attainment of honors which carries permission to work in a special way with a special group. This is both a teacher's and a principal's task. The teacher must be alert to the needs and desires of the pupil; must measure his abilities and determine his skills; must know his capacities and ambitions and with this information find a sympathetic administrator willing to assist in any adjustment necessary to the child's advancement. This may mean a change to a slower class, tutelage and directed study, opportunity to do some special work, or the contact with and challenge of a more alert group who compel him to a finer scholastic production. The challenge of such a group is always a stimulating atmosphere to an ambitious child. "Keeping up with the Joneses" is not always a social affair. Children working for honors, for dramatic recognition, for shop achievement, for a chance to display skill in drawing and art,

are always aware of what their friends and rivals are doing, and are evaluating their own work in terms of their fellows' accomplishments. Boys and girls read books sometimes because a friend reports about one, but sometimes they read one in order to make an adverse report and confuse a foe. But if they read and analyze and form a sound opinion, does it make much difference about the motivating influence? Teachers should be alert to the indication of a desire which prompts a child to try and should surround that effort with every opportunity to let it fructify. Twenty years' practice has taught me that it is no easy matter to capitalize these special interests and desires. Schedules are fixed; too often they are worshiped, but an energetic administrator will spend hours devising pupil programs which help best in expressing the philosophy of his school.

Studying Procedures in Other Fields

The principal should develop plans whereby one group of his faculty may be aware of the procedures in other fields. Such experiences lead to expression in coördinated undertakings which stimulate both pupil and teacher interest. This is important. The day has gone by when any one subject should be taught for that field alone, or when one department finds nothing in another to stimulate its interest and coöperation. The art department and shop can find a suitable place for expression in a Latin field, and the English department can strengthen a science teacher by supporting through an English theme a contribution on a chemistry topic. Coöperation and coördination of that kind stimulates a faculty, strengthens and motivates a pupil's interests, and ties together a school program. One must constantly be alert to capitalize the creative efforts and activities of all groups in his school, teachers and pupils alike, stimulating them to achievement commensurate with capacity.

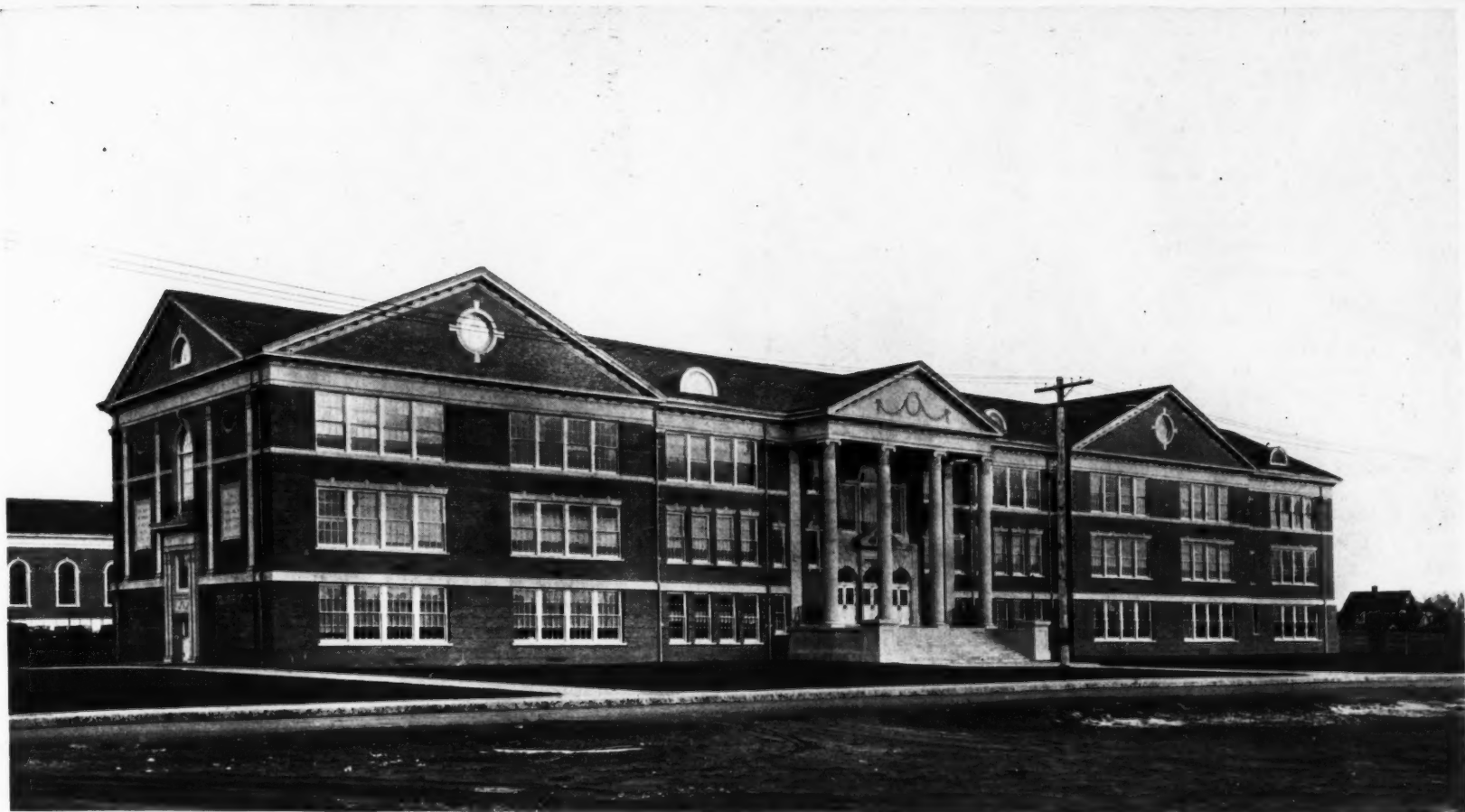
Classroom work and the morale of his teachers can be promoted by personal interviews with certain students. Boys and girls of demonstrated leadership in any field should secure the personal, friendly recognition of an interested administrator who, sitting on the side and perhaps only "singing the boat song" inspires them with zeal and confidence. It is important, this recognition, and goes far to stimulate a friendly coöperative gang rivalry, which makes of a school a place to live and work happily, rather than a building to attend. Someone in administrative capacity should be constructively interested in all children whose monthly cards indicate trouble. Here is an alarm, and a process must be set up to discover what is the matter. An interview to discover difficulties is desirable; it should be friendly; take time to get acquainted; you may have tears—be patient; allow the child to be a free participant. You will discover many things. Perhaps an ill-advised program; a crowded out-of-school period with too much labor or amusement; a lack of interest; illness; a broken home. Some of these are beyond our remedial agencies, while in some things we can help, but always an endeavor should be made to impress upon the child the ways in which he can help, and the feeling that we are friendly. After all, it is his task. We can only provide the opportunities, the aid, the encouragement, and the advice. The allurements of a job and its pay have always commanded the attention of many, but what better job can these adolescents have if they stop to understand that someone back home is paying them indirectly from \$500 to \$900 a year just to go to school, and that the time card which they take home shows accomplishment in terms of grades.

Interpreting the School to the Patrons

The principal should interpret his school to his patrons. Parental relations may seem far

(Concluded on Page 65)

PORTFOLIO OF MODERN SCHOOL BUILDINGS



GENERAL VIEW. SOUTHAMPTON GRADE SCHOOL, SOUTHAMPTON, NEW YORK
Wm. I. La Fon, Jr., Architect, Southampton, New York

Where Educational Service is First

The Southampton Grade School, Southampton, New York

So much attention has been paid in recent years to the design of high-school buildings that the opportunity for increasing the educational service of elementary schools has been frequently overlooked. Both superintendents of schools and architects have approached the problem of the grade school in the apparent belief that all of the problems of buildings for this type of school have been solved, and that the organization of classes and the methods of instruction are more or less static. The result has been that the planning of many new elementary schoolhouses, except in communities where the revision of elementary programs has been definitely in progress, has not developed in harmony with the general advance made in the theory and practice of elementary education.

A new school building in which the thoroughly modern work carried on in the kindergarten and six grades is expressed in the design, arrangement, and equipment of the building is the new Southampton Grade School in District No. 6, Southampton, N. Y. The building, which was designed and erected in the winter and spring of 1932-33, is without basement and is so arranged that the ground floor is used for instructional purposes, except for a minimum of space devoted to the heating apparatus and other necessary services.

The ground floor contains seven standard classrooms, a large room for an ungraded group, two complete kindergartens, separate toilets for boys and girls, locker and shower rooms for boys and girls, and a complete medical-service suite, including an examination room, a waiting-room, a dental clinic, toilets, and washrooms.

The first floor, which is similar in arrangement to the ground floor, includes seven classrooms, a combined music-and-primary-assembly room, a teachers' retiring room, and offices for the public, the principal, and the school board. The largest room on the first floor is

the gymnasium-auditorium, which measures 72 by 50 ft., and has a stage measuring 20 by 38 ft. Adjoining the stage there is an office for the physical director, which is so arranged that it may also be used as a dressing room.

On the second floor there are nine standard

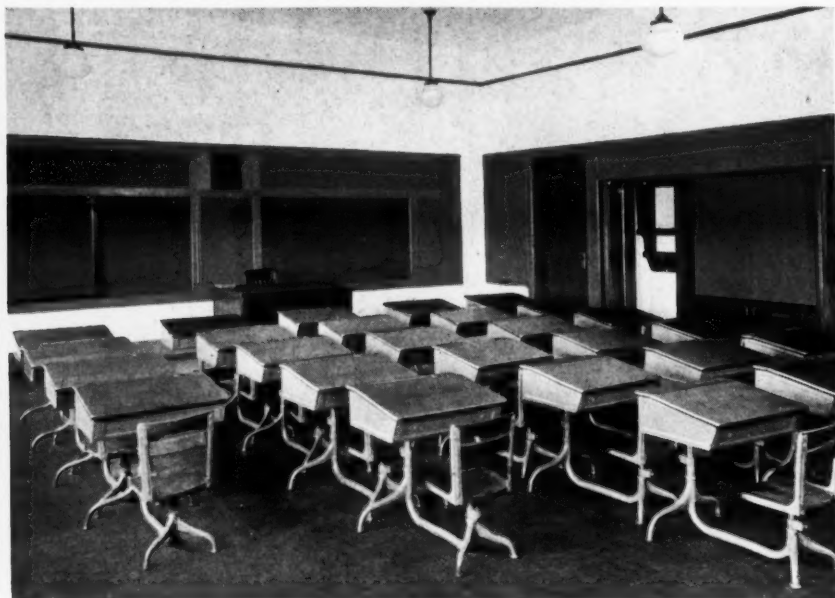


SPECIAL CLASSROOM, SOUTHAMPTON GRADE SCHOOL, SOUTHAMPTON, NEW YORK

This room, which is fitted with tables and chairs, is used by an ungraded group of children who require special instruction. The rear of the room has been left open so that it may be used for craft work, group reading, and other special activities.



A TYPICAL KINDERGARTEN ROOM



A TYPICAL CLASSROOM

SOUTHAMPTON GRADE SCHOOL, SOUTHAMPTON, NEW YORK

The two Kindergarten rooms are homelike apartments with ample storage space for teaching and work materials. Floors, walls, and lighting fixtures have been especially decorated with animals and fairy-tale characters. The typical classroom is fitted with adjustable, movable desks and chairs, a built-in wardrobe, a swinging blackboard, and ample tacking space for exhibits of pupils' work.



MUSIC AND JUNIOR ASSEMBLY ROOM, SOUTHAMPTON GRADE SCHOOL, SOUTHAMPTON, NEW YORK

This interesting room is used for large music classes, for speech arts, and for other group activities. It is also the assembly room for the primary and Kindergarten classes. The movable seating can be stored for free floor activities.

classrooms, a large room for drawing and art work, a library with workroom adjoining, boys' and girls' toilets, and storerooms.

The exterior of the building has been developed in the colonial style, in harmony with local tradition. The outer walls are red brick with cast-stone trim. The construction throughout is fireproof, with concrete bearing floors, brick and tile walls, and gypsum-block partitions. Steel has been used over the long spans of the auditorium, and the roof throughout is carried on a steel frame with gypsum slab covering. The surface floors in the corridors and on the stairs are of tile, with composition safety nosings on the stairs. The classroom floors are of asphalt tile; toilet-room floors and wainscoting are of tile; the gymnasium floor is maple. The acoustical control for the ceiling of the corridors and auditorium is a new wood fiber wall board. The classrooms, offices, and other rooms are plastered.

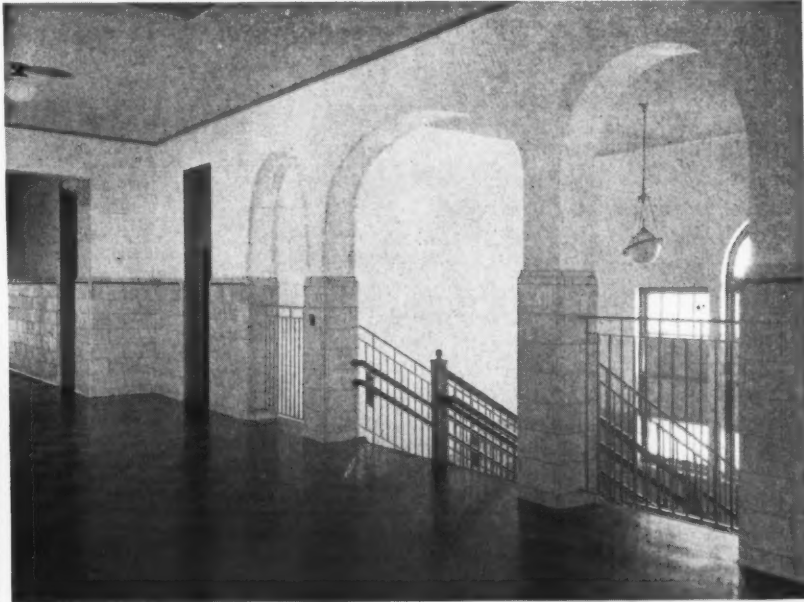
The building is heated with a vapor-vacuum system, for which steam is provided by steel tubular boilers, fitted with oil burners of the industrial type. Classrooms are fitted with unit ventilators, and the air is exhausted into the corridors and finally through grilles in the ceiling of the second-floor corridor. The auditorium-gymnasium is ventilated by means of a low-speed central fan. The entire heating and



A TYPICAL KINDERGARTEN-PRIMARY ROOM

SOUTHAMPTON GRADE SCHOOL, SOUTHAMPTON, NEW YORK

The storeroom and the pupils' wardrobe are entered from doors at the right and left of the teacher's desk. The drinking fountains can be seen immediately behind the teacher's chair.



A CORRIDOR

ventilating system has temperature control of the dual temperature-level type.

The building has complete electrical equipment. In the main corridor and in the school-board rooms, fixtures are of the colonial type; in the classrooms they are of the inclosed drop-fixture type. The building is equipped with a complete program-clock system, intercommunicating telephones, and a fire-alarm system. Arrangement has been made for a future radio and central broadcasting system.

The plumbing includes syphon-jet, open-seat toilet fixtures; improved drinking fountains; improved shower mixing valves; pottery urinals and washbowls, and a liquid soap-dispensing system.

The classrooms are fitted with swinging and fixed slate blackboards and cork bulletin boards. The wardrobes in classrooms are of the newest built-in type. Waste chutes are provided so that all wastepaper, etc., may be dropped immediately into the basement.

The educational program for the building was prepared by Supt. H. F. Sabine.

The building was designed and erected under the supervision of Mr. William I. La Fon, Jr., of Southampton.

The building cost, with fees, etc., \$410,000.

THE PRINCIPAL

The school principal of today holds one of the most important positions in the educational system. Not so long ago his functions were somewhat hazy and not clearly perceived by the general public, nor even by himself. He might hold his position indefinitely without any clear-cut educational philosophy or pedagogical knowledge. If he were capable of creating a happy relationship within his school, the community was ready to give him unmolested protection. If he provided favorable working conditions, his teachers stood ready to give him their support under any and all circumstances. If he had any pet educational hobby or bias, his teachers accepted it without voicing any questions, since to entertain any ideas to the contrary would be considered a breach of loyalty. If the principal were just in his decisions, considerate always of the feelings of others, judicious in his praise, and if he had a sense of humor together with certain other ordinary human characteristics, he was rated as an outstanding principal.

With the coming of the modern conception of education and better teachers, however, it is now apparent that desirable personal qualities are, after all, just the starting point, and not the ultimate. Today, the successful principal must be well informed in all phases of educational procedure. His teachers may rightfully expect that he give them expert counsel and guidance in their many complex problems. He must know the technique of supervision and instruction. — L. M. Dimmit.

ENROLLMENT STATISTICS OF STATE SCHOOL SYSTEMS

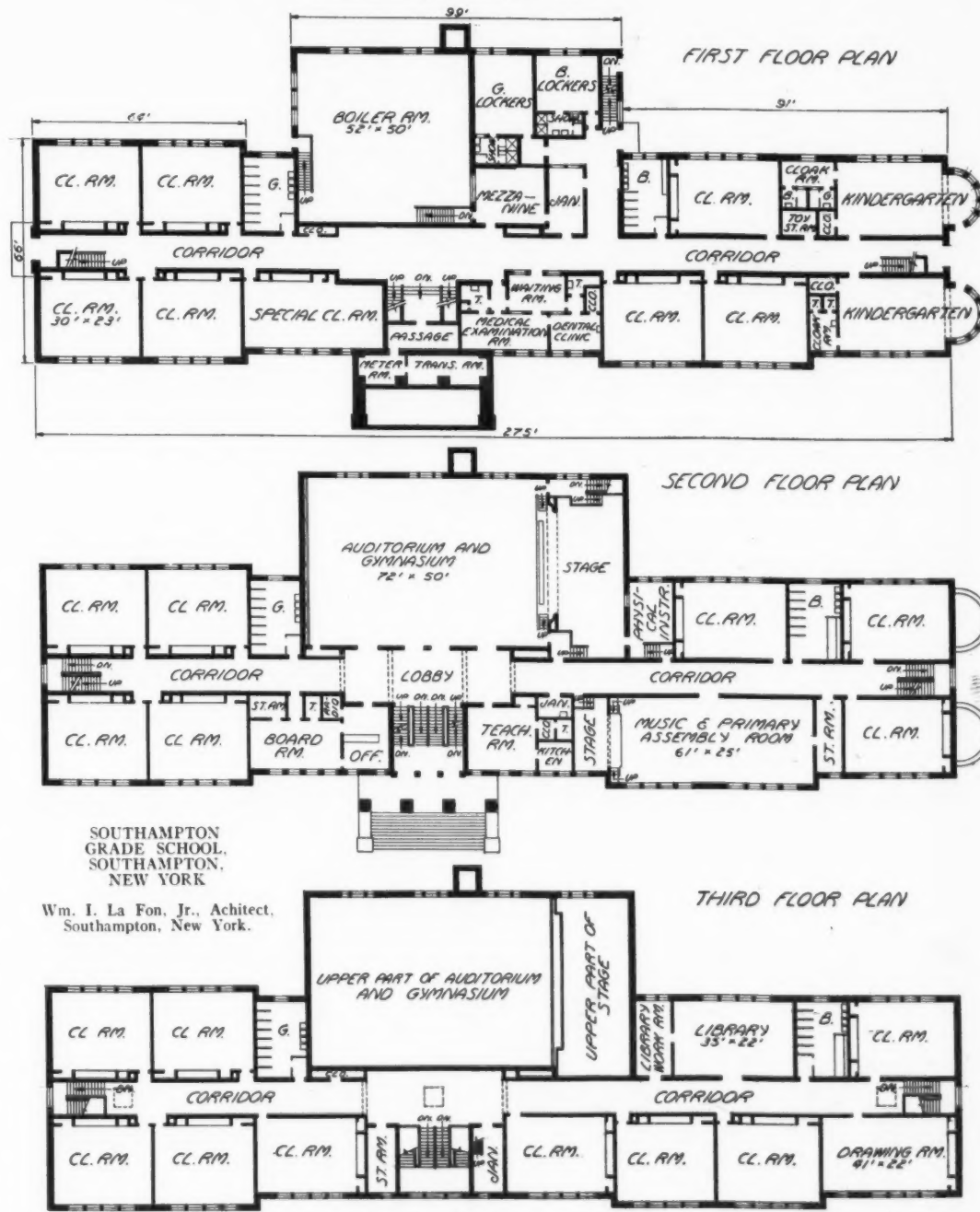
The United States Office of Education has recently released the following figures concerning the enrollment expenditures for state school systems.

Enrollment in kindergartens and elementary schools in the continental United States amounted to 21,135,420. High-school enrollment was 5,140,021.

Expenditures for general control were \$74,910,121; for instruction, \$1,333,331,826; for operation of plant, \$198,905,327; for maintenance, \$58,518,348; for auxiliary agencies, \$98,707,181; for fixed charges, \$45,566,213; for total current expenses, \$1,809,939,016; for capital outlay, \$210,996,262; for interest, \$140,234,782; for debt service, \$182,943,930.



THE BOARD OF EDUCATION ROOM IN THE SOUTHAMPTON GRADE SCHOOL is finished in accordance with its importance. The walls are paneled in pine and the floor is harmoniously colored asphalt tile.



Schoolhousing in a Changing Civilization

Ray L. Hamon, Professor of School Administration, George Peabody College for Teachers, Nashville, Tennessee

The purpose of a school plant is to house an educational program. As modern civilization and the present-day standard of living have rendered inadequate the primitive one-room log cabin with its lack of sanitary facilities, so has modern education outgrown its obsolete housing of a past generation.

The writer wishes to make himself clear at the outset that he is not advocating an extravagant program of capital investment which would create an excessive burden for debt service, thereby restricting the educational program. The communities spending the greatest amounts on showy school buildings have not always provided the best housing for their programs of child development. Two factors must be combined in order to produce a good school building: intelligent planning, and sufficient money. Although the former is the more important, it is often overlooked in the mad rush to erect a show place which will outdo the neighboring community. In planning a school plant, as in any other phase of education, the dominating motive should be the child and his needs.

The earlier conceptions of education assumed that children would remain at their desks more or less immobile and that knowledge would be imposed from without. The pupil activity based on this conception of education consisted of reading, writing, listening, and an occasional verbal response to a factual question. The physical facilities required for these classroom activities were very simple. Five or six rows of fixed seats and three walls of blackboard were the essential requirements for such a program. To plan a school plant for a program based on this conception of education simply meant to provide such a classroom for every 30 or 40 pupils to be accommodated.

Civilization has so changed during the past century that our great grandfathers would be almost as confused if they dropped in on us today as if they were visiting a strange planet. Although tardily, we are gradually adjusting ourselves socially and economically to these rapid changes. Education may not be in the advance guard, but it certainly is in the parade of progress. Most educators have at last realized that boys and girls bring their bodies when they come to school. The realization of this obvious fact has brought about a radical departure from our earlier views regarding the school plant.

No prophet would be so bold as to predict the educational program and classroom procedures of a hundred years or even a generation hence. In fact, we cannot be certain that they will require classrooms at all. It does seem rather obvious, however, that society will continue to group its young for instruction purposes. In most climates, this means some sort of housing facilities.

Requirements of Every School Building

Regardless of its purpose and time of its erection, every building should satisfy three requirements: (1) It should assure the safety of the lives and health of its occupants. (2) It should be architecturally pleasing. (3) It should effectively serve the functions which it houses.

The first requires that a building be of sufficient structural strength to withstand any ordinary conditions of nature, that it have adequate means of escape in case of panic, that it have the necessary equipment to assure the proper air conditions, and that sufficient drink-

ing, washing, and sanitary facilities be provided to protect the health of the occupants. The generations to come may find better and more economical means of providing a building meeting these requirements, but there is every reason to believe that the requirements for safety to life and health will be increased. The only course for this generation to follow in building for the future is to satisfy these requirements as effectively and as economically as possible according to our present knowledge.

The factor of pleasing architecture seems to be disregarded time. We have learned from the past that good architecture in one period is equally good in any other. Unfortunately, many of our school buildings were architectural monstrosities when they were erected and have not improved with age.

It seems, therefore, that a changing philosophy of education, based on a changing civilization, is chiefly concerned with the functional aspects or interior arrangement of school buildings. It is this functional factor of the school building which puzzles the educational consultant when called upon to plan a school building which will be of sufficient structural soundness to give a century of service. This is the problem of educational planning. A problem, by the way, which will never be finally solved as long as civilization changes and education functions.

The permanency of a school building has much to do with the length of time for which one must predict and provide for changes in the philosophy and administration of education. The permanency or type of construction of a school building is largely determined by its size and height.

One-Story School Inexpensive

A one-story schoolhouse has many advantages where this type of building is practical. A one-story frame schoolhouse may be safer, more beautiful, and have a better functional arrangement than an expensive structure which will last five times as long. When the school building is all on the ground floor, every window is a fire escape and the building may be erected of combustible materials. The investment in such a building is small and the plant may be abandoned with but little loss when it

is rendered unsatisfactory because of age, obsolescence, shifting population, changes in school organization, and transportation. This less-expensive type of one-story construction should be used in rural communities and small towns having only a dozen teachers. The one-story plant may be the most practical solution for housing even larger schools if there is sufficient land and the winters are not too severe.

A one-story type of inexpensive schoolhouse, properly planned for the modern educational programs of today, will not seriously hamper the school administrator of tomorrow who finds changing ideas of education demanding a new type of plant. With a little forethought given to flexibility and expansibility in constructing this less-expensive type of schoolhouse, it may be modified to meet probable educational changes during the life of the building.

Congested population and limited land have made the one-story schoolhouse impracticable in most of our larger urban centers. When large numbers of children are housed in buildings of more than one story, we are forced into a more permanent type of construction. Certainly no one who has given serious thought to safety would tolerate the erection of a two- or three-story school building of non-fire-resistive construction. If pupils are to be accommodated on more than one floor, we should insist upon a type of construction with non-combustible floor slabs, stairways, roofs, exterior and interior walls. It would not be wise to erect this type of building without using permanent materials and the best of workmanship. With proper maintenance, this type of construction will last a century.

The question of flexibility in the permanently constructed multistory school building is serious because the alterations are more expensive and more changes will be needed during the longer life of the building. With the modernly constructed fire-resistive school building of steel and concrete, certain alterations are not practical. The planning of such a building requires not only a thorough familiarity with today's modern educational program, but considerable imagination as to the physical-plant requirements of the educational programs of the next two or three generations. At best, the school administrator of the future will be hampered by errors in plant building; but we should reduce these errors to a minimum. The correct planning of a school building requires an educational philosopher, as well as an architect and an engineer.



LIBRARY-STUDY ROOM, FRANK E. MCKEE JUNIOR HIGH SCHOOL NORTH MUSKEGON, MICHIGAN
Warren S. Holmes Company, Architects, Lansing, Michigan.



THE FRANK E. McKEE JUNIOR HIGH SCHOOL, NORTH MUSKEGON, MICHIGAN
Warren S. Holmes Company, Architects, Lansing, Michigan.

The Frank E. McKee *Junior* High School

At North Muskegon, Michigan
By Warren S. Holmes, Architect

The design of the new school for North Muskegon is modern, harmonizing with beautiful residences surrounding the site, part of which is a five-acre wooded tract, adjoining the school grounds, which was ceded to the city by one of its citizens for park, school, and municipal purposes.

The front of the building overlooks the bay and the main highway leading to the head of the peninsula. North Muskegon is practically surrounded by water, being a narrow strip of land approximately one-half mile wide and three miles long, serving as the fashionable residence district for the industrial city of Muskegon.

Special attention was given to the design of this school to fit in with a municipal building to be erected later on the same site and to incorporate detail that would appeal to child life.

The interiors are far from conventional. A special foyer with attractive glass entrance

doors, exhibit cases, bulletin boards, seats, wall paneling and pictures entice the child to enter and become interested. The foyer and stairs are made light with outside corridors and glass doors.

The classroom doors are also glass which gives additional light to corridors, but more particularly it gives glimpses of the classrooms, each one different and vying with others, as

it were, to offer beauty, use, comforts, and special interest to the child. These classrooms are really separate studios. Every square foot of wall space in each is utilized by special cases, tacking space, blackboards, pictures, and built-in equipment as required to facilitate the study and living through those situations best adapted to fit the child for citizenship.

Due largely to Mr. Frank E. McKee, presi-



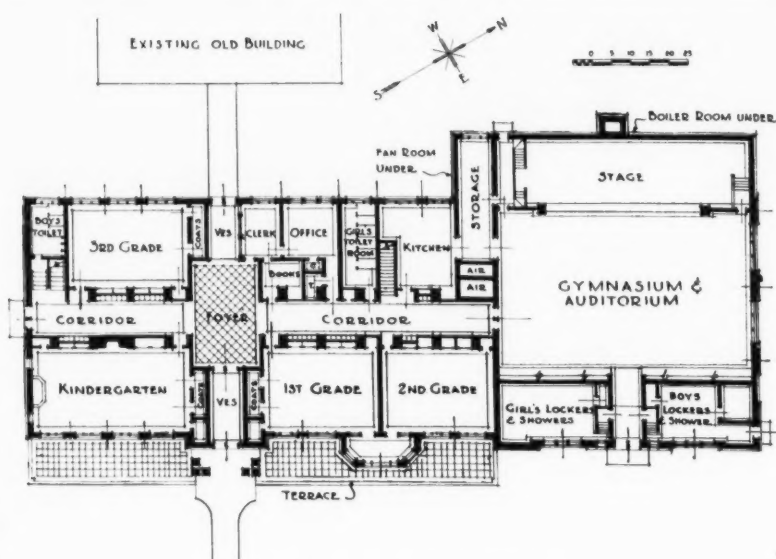
FOYER, FRANK E. McKEE JUNIOR HIGH SCHOOL,
NORTH MUSKEGON, MICHIGAN



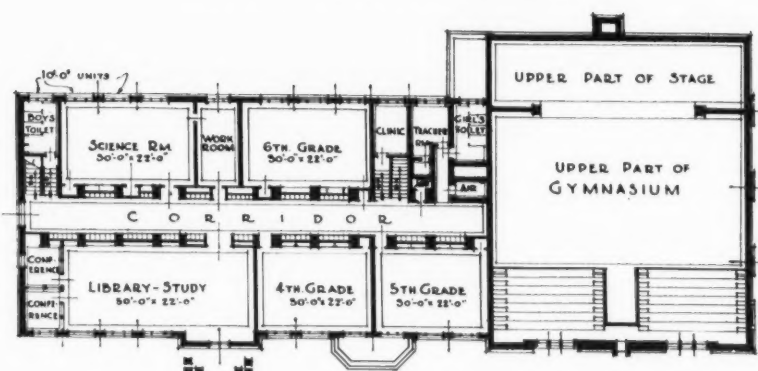
KINDERGARTEN, FRANK E. McKEE JUNIOR HIGH SCHOOL, NORTH MUSKEGON, MICHIGAN
Warren S. Holmes Company, Architects, Lansing, Michigan.



ENTRANCE DETAILS, FRANK E. MCKEE JUNIOR HIGH SCHOOL,
NORTH MUSKEGON, MICHIGAN
Warren S. Holmes Company, Architects, Lansing, Michigan.



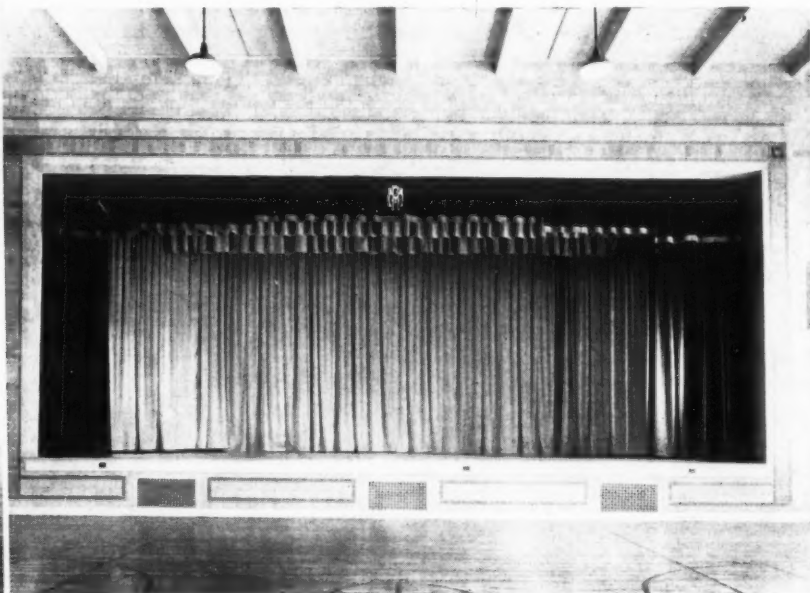
FIRST FLOOR PLAN, SCHOOL BUILDING



SECOND FLOOR PLAN, SCHOOL BUILDING, NORTH MUSKEGON, MICHIGAN
Warren S. Holmes Company, Architects, Lansing, Michigan.



GYMNASIUM-AUDITORIUM, FRANK E. MCKEE JUNIOR HIGH SCHOOL,
NORTH MUSKEGON, MICHIGAN



STAGE TO COMBINATION GYMNASIUM-AUDITORIUM, FRANK E. MCKEE JUNIOR
HIGH SCHOOL, NORTH MUSKEGON, MICHIGAN

dent of the North Muskegon Board of Education, whose name the school bears, a careful survey of present and future educational needs was made and plans drawn for a changing and expanding scheme of education. To this end the building is built on a unit plan providing for changes in room sizes and arrangements as required, as per plan of the Warren S. Holmes Company, Architects.

Superintendent J. E. Pease has made a special study of educational environments and achieved results in this building by careful selection of furniture, pictures, exhibits of student activities, and housekeeping methods that is attracting much attention and favorable comment.

The combination gymnasium-auditorium unit is arranged to be completely shut off from classroom section for community use.

The old building directly in the rear is utilized for shop, home economics, and commercial work.

The building cost approximately \$125,000.

SCHOOL-BUILDING CONSTRUCTION

During the month of June, contracts for seven new school buildings, involving an outlay of \$275,000, were let in eleven states west of the Rockies.

♦ Kansas City, Mo. The school district recently sold \$500,000 in bonds, with a premium of \$14,165 on the issue. The premium is the equivalent of a reduction in the interest of obligation from 3.75 per cent to 3.51 per cent. The proceeds of the bond issue will be used, with a grant of \$500,000 from the Federal Government, in the carrying out of a two-year building program.

♦ San Francisco, Calif. The board of education has taken steps to speed the PWA school-building program. The program calls for the construction of six

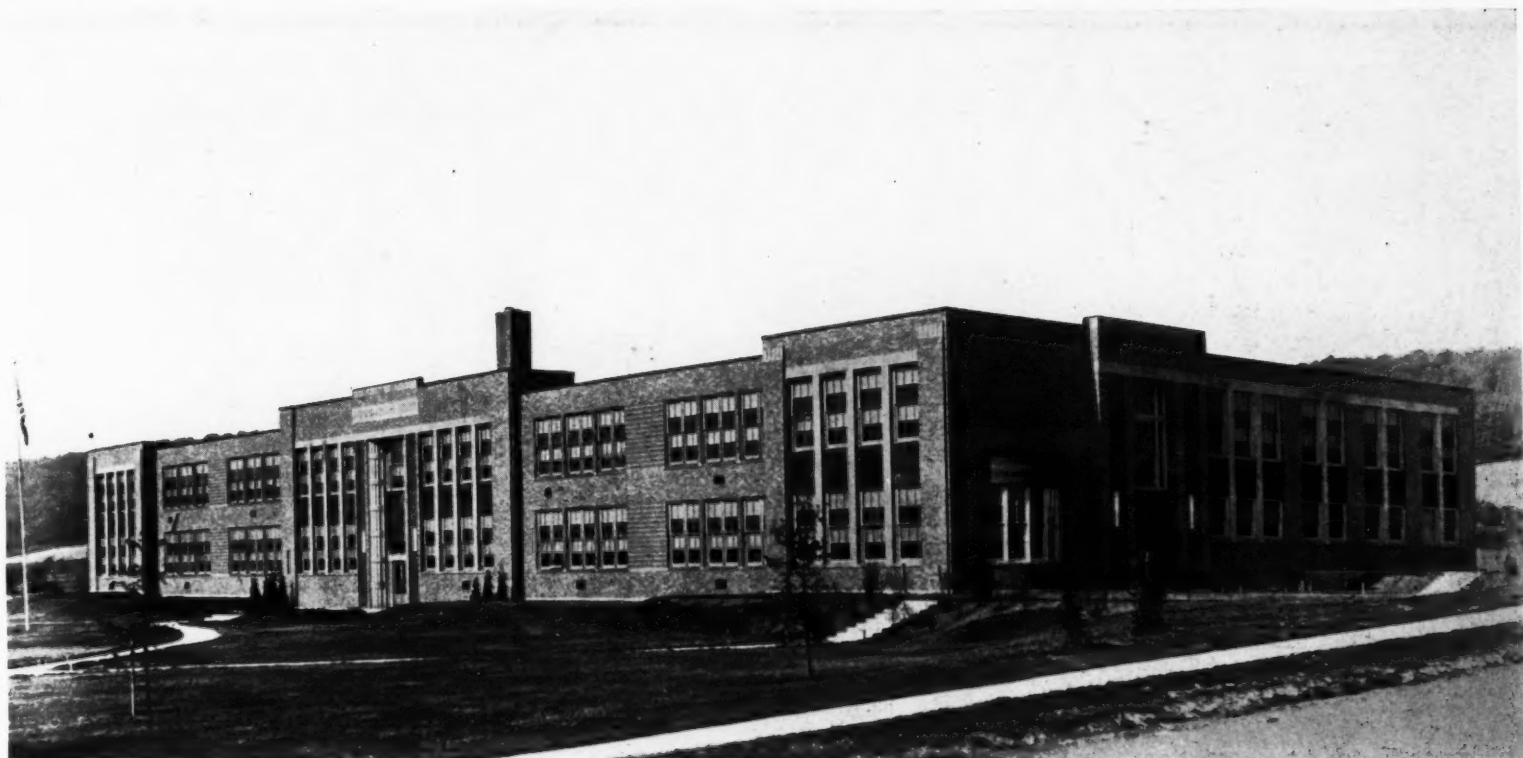
school-building projects and will involve a cost of \$3,000,000.

♦ Daingerfield, Tex. The board of education has proceeded with plans for the construction of a \$20,000 high-school building, following the approval of a school-bond issue at a recent election.

♦ Los Angeles, Calif. The school board has proceeded with plans for new school-construction work, at a cost of \$1,500,000. The program calls for the erection of three new schools and the reconstruction of four other schools.

♦ More than 800 CWA school-building projects in Illinois, left unfinished with the termination of the civil works program last March, will be completed in time for the opening of school in September, according to a statement of W. S. Reynolds, executive secretary of the state relief commission.

♦ The proposed new high school, to be erected by the Deerfield-Shields High School District, in Lake Forest, Ill., will be the first step in decentralizing the educational facilities of Lake Forest, Highland Park, Deerfield, and Bannockburn. The school will be erected on a 12-acre site and will cost approximately \$440,000.



HOLLAND CENTRAL RURAL SCHOOL, HOLLAND, NEW YORK
Messrs. Bley and Lyman, Architects, Buffalo, New York.

The Holland Central Rural School

Principal H. O. Brumsted, Holland, N. Y.

Taking advantage of the progressive school centralization law of the State of New York, the voters of the village of Holland and nine surrounding rural-school districts formed the Holland Central Rural School District by a vote of 247 to 28 on June 12, 1931. Until this time the village of Holland had maintained a small high school and the rural districts had been served by one-room buildings. The village building was overcrowded and in every respect inadequate. The nine rural buildings were in most cases in a poor state of repair, poorly ventilated and heated. In practically all of the nine rural districts eight grades were taught by one teacher, making it difficult for even the best of the teachers to do good teaching. The curriculum of the old village school was very limited because of small enrollment in the high-school department and limited funds.

Those who sponsored the centralization project saw in the state centralization law a means of bringing to the children of Holland and surrounding rural districts educational advantages which could never be attained if the ten districts involved remained separate. Not one of them, including the village, was large enough nor wealthy enough to do this. That the sponsors of centralization were successful in presenting the advantages of centralization to the people is proved by the favorable vote given the project.

The new board of education consisting of five members, elected at the same time that the central district was formed, immediately went to work on the preliminary steps in the building project. A careful study was made by the board and school officers of the educational needs of the new district and the type of building which would best meet these needs. After the board had made a tentative educational program and had arrived at a general idea as to the type of building needed, an architect was

selected. Messrs. Bley and Lyman, of Buffalo, were engaged by the board.

The purchase of a site for the contemplated new building was authorized by the voters at a special meeting held in September, 1931. The site consists of 19½ acres and is situated within the village. Because of a delay in getting the building plans approved by the State Department of Education, the proposed bond issue was not submitted to the voters until March 15, 1932. It was approved by a vote of 174 to 2. Actual construction was begun on May 17, 1932, and the building was first used by the students on January 8, 1933.

The exterior of the building is of conservative modern design. The face brick is of fairly light shade and the trimming is of stone. The front of the building is symmetrical, with the main entrance as the center of interest. The building is of fireproof construction.

On the first floor of the building are located the grade rooms. They are sufficient in number to accommodate the six-year elementary school for many years to come. Also on the first floor are located the administrative office, the auditorium-gymnasium, the cafeteria, shower rooms, and the shop.

The cafeteria, which has a seating capacity



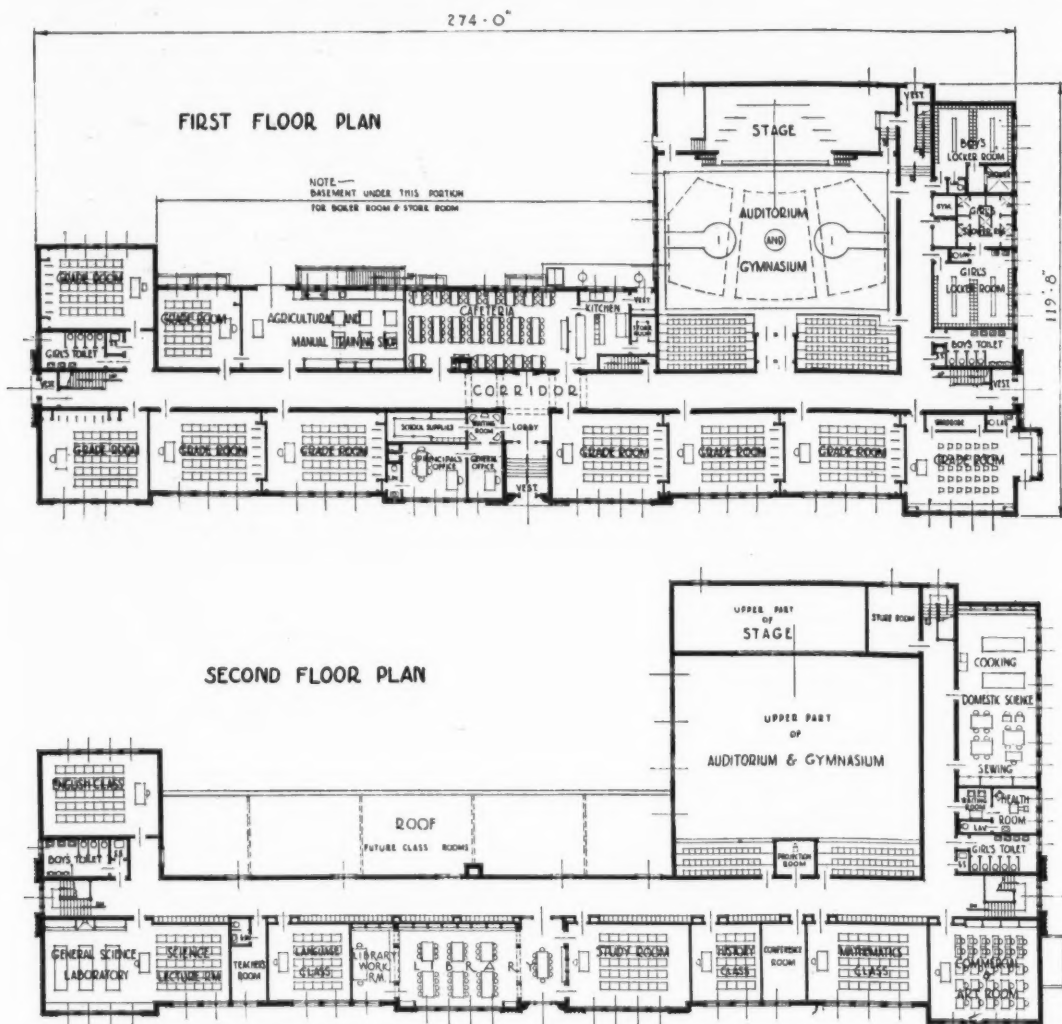
LIBRARY AND STUDY HALL, HOLLAND CENTRAL RURAL SCHOOL, HOLLAND, NEW YORK



GENERAL SCIENCE LABORATORY HAS SPACE FOR PHYSICS, CHEMISTRY, AND LECTURE PURPOSES



THE CAFETERIA IS SEPARATED FROM THE SERVING ROOM AND KITCHEN SO THAT IT MAY BE USED FOR STUDY PURPOSES



HOLLAND CENTRAL RURAL SCHOOL, HOLLAND, NEW YORK
Messrs. Bley and Lyman, Architects, Buffalo, New York.

of 120 pupils, has adjoining it a kitchen of ample size and fitted with the latest labor-saving equipment. At the north end of the cafeteria is a small stage, making it possible to use the cafeteria for plays and musical work. The ceiling of the cafeteria is treated with acoustic plaster.

The auditorium-gymnasium is directly accessible from the south entrance of the building. Thus it is possible to conduct evening activities without using the rest of the building. Two hundred and sixty-nine permanent seats are located in the balcony and in the bleachers. About four hundred folding chairs can be placed on skids under the stage when they are not in use. This arrangement makes it possible with a minimum of effort to convert the room

into an auditorium. The ceiling of the gymnasium-auditorium is also treated with acoustic blocks.

The second floor of the building is designed to accommodate the needs of the junior-senior high-school departments. In addition to the regular classrooms there is a library, a study hall, a home-economics room, a commercial room, a laboratory and lecture room, and a health room. The entrances to the balcony of the gymnasium-auditorium are found on the second-floor corridor. The auditorium projection booth is also entered from this corridor.

The selection of materials for the interior of this building was done with durability and ease of upkeep foremost in mind. The corridor floors throughout are of terrazzo. Also all the

corridor walls have a tile wainscoting which is easily cleaned. The floors of the cafeteria, locker rooms, and toilets are faced with a light-tan tile. The classrooms are floored with maple-block flooring.

The building is heated by steam with low-pressure boilers, and the classrooms are equipped with unit ventilators with thermostatic control.

The cost of the building and equipment is approximately \$200,000. Of the actual building cost the State of New York pays one fourth as the bonds and interest come due. The site cost \$7,200, which sum was paid from the regular school budget of 1932. The increased state aid makes it possible for rural areas to support such a school plant without a heavy local tax burden. In addition to the building quota and equalization quota the state pays one half of the cost of transportation.

The Holland Central Rural School offers to the people of the community educational advantages which were utterly impossible under the old district system. Already the enrollment in the four upper years of the academic department has more than doubled, although the high-school department serves no larger an area than was served by the old village high school. The increased enrollment is due to the fact that the rural students are attracted to remain in school because the broadened curriculum offers them fields of work in which they have some interest, and transportation makes it possible for them to reach school easily. The building also offers excellent opportunities for adult education and as a center for community activities. It is already being used to some extent for these purposes and more plans for the future are being made.

The educational program for the school was developed under the leadership of Mr. H. O. Brumsted, principal. The campaign for the building was led by the board of education: Frank Carroll, president, Curt Kramer, Paul Wurst, Everett Sleeper, Geo. Wangelin, and Wm. Kennedy, clerk.

SCHOOL STATISTICS FOR 1931

The United States Office of Education has released figures on the value of school property, etc., in the United States in 1931-32. A summary of the states indicates that at the end of 1932, the total value of all school property was \$6,581,539,756.

There were in the United States 143,445 one-room school buildings, 17,008 consolidated school buildings, and a total of 245,945 city and rural school buildings.

School-Board Members Who *are* Making Educational History

HARRY B. EATON

President, Board of Education, Wilmington, Delaware

Mr. Eaton has been president of the board of education, Wilmington, Delaware, since July, 1931, when that body was changed by an act of the state legislature from a seven-member elective board to one of six members appointed by the resident judge of New Castle County. Since this time the progress in the Wilmington public-school system has been little short of phenomenal. A five-year program of cooperative curriculum revision begun in September, 1931, is well under way, the administrative machinery of the schools has been completely reorganized, and even in the midst of the severest depression in history a \$12,000,000 school-building program has gone forward unabated. Within a period of a little more than



MR. HARRY B. EATON
President, Board of Education,
Wilmington, Delaware.

two years, building contracts have been let totaling approximately \$2,330,710. Included among these is a \$1,835,000 senior-high-school building, which is now under construction, and one elementary platoon school costing about \$495,710, which was opened in September, 1933.

A program of such magnitude, especially in times like these, requires whole-hearted support on the part of the public, the press, and the various civic and service organizations of the community. Such cooperation has been practically unanimous because of the high confidence placed in the board and its president.

Mr. Eaton, who is associated with the duPont Company as chief construction engineer, has brought to the school-building program in Wilmington a high degree of professional knowledge and practical organizing experience. Utilizing the abilities of the architect, the Delaware School Foundation and the professional staff of the board, as well as his own experience, he has guided the cooperative planning and construction of school buildings that are among the finest in the country.

Every single act of the board and its president is motivated solely by a desire to serve the best interests of the taxpayers and the children. Mr. Eaton believes in delegating all of the executive authority to the superintendent and in holding him responsible for results. One of his first official acts was to eliminate standing committees and to instruct the superintendent to make recommendations directly to the board.

The contribution made by leaders in the field of school administration was never more intense and at the same time more gratifying than it is at the present time. Those who head the board of education, though, are usually identified in an intimate way with the economic, civic, and social activities of their respective communities.

Thus, they are also exposed to the influences which at times batter their opposition to the cause of popular education in the guise of economy and retrenchments which are retrogressive in spirit and harmful in fact. The country must, in the stress and storm of a disturbed condition, look to these leaders for that calm steadfastness and guidance so essential to the school administrative service.

The biographical sketches here presented were in every instance prepared by writers who were in close contact with their subjects. They have lifted into view the true merits of the persons here discussed and thus provide a series of character studies well worthy the attention of the American school public.

WARREN F. CRESSY

Member, Board of Education,
Stamford, Connecticut

A printer, a cub reporter, a law student at Yale, and a leader before the Bar of Connecticut are the successive steps through which Warren F. Cressy passed in becoming a first citizen of Stamford and a member of the board of education.

Elected first a member of the board on October 1, 1925, he is in point of service the oldest member of the present board and a personal friend to everyone in the school department. Quiet, unassuming, and conscientious, he has been the focal center of every movement for the improvement of the Stamford schools. His leadership promoted the building program which culminated in the erection of the new Stamford high school, which cost nearly one and one-half million dollars. His influence has been back of the establishment this year of a complete junior-high-school reorganization which will enroll all the seventh-, eighth-, and ninth-grade pupils in the Burdick, Rogers, and Cloonan junior high schools.

But the erection of buildings and school administration has never been his chief interest. He has never lost sight of the human elements involved in the school program. He has been a staunch supporter of every superintendent of schools. He knows the teachers and respects



MR. WARREN F. CRESSY
Member, Board of Education,
Stamford, Connecticut.

their struggles to meet the problems created by the depression. In every discussion he has constantly referred to the child in the school as worthy of first consideration.

Able to think clearly beyond most men, willing to work hard on problems involving the welfare of the child, in the midst of sharp contention always in full self-control, he exerts a molding influence which will continue. A good man, and an able lawyer, Warren F. Cressy deserves a place as a constructive leader in education.

JULIAN WETZEL

President, Board of School Commissioners, Indianapolis, Indiana

Mr. Wetzel has an unusual record of personal and civic accomplishments. He has done many things—all of them well—since he came to Indianapolis, in 1886. He has been a



Photo Bretzman
MR. JULIAN WETZEL
President, Board of Education,
Indianapolis, Indiana.

government employee, an office clerk, a traveling salesman, an advertising man, a printer, a writer, and a civic worker. In addition to being president of the Keystone Press, which would absorb the energies of an ordinary man, Mr. Wetzel has found time to be president of the Advertising Club of Indianapolis, president of the Indianapolis Typothetae, president of the Kiwanis Club, and director of the Chamber of Commerce. He has edited the national magazine of the Associated Advertising Clubs of the World.

In view of this record of willingness to serve his community, it is not surprising that he accepted the call of the citizens' committee for election to the board of education of Indianapolis. His first assignment was the chairmanship of the building committee. He filled this office with such vigor that this committee recommended, and the board adopted, a building program, which, had it not been stopped by the depression, would have eliminated every temporary, portable, and undesirable building in the Indianapolis school system. As it is, four new elementary-school buildings and many additions have been erected.

Perhaps his many-sided background, his wide civic contacts, and his ability to work with and for his fellow men accounts in part for the fact that Mr. Wetzel has been a successful president and member of a school board, which has met as a unit, unprecedented financial, community, and personnel problems.

MRS. HARRIET J. ELIEL
President, Board of Education,
Berkeley, California

Mrs. Eliel came to her present position as president of the board of education of the Berkeley public schools with a rich background of professional training and responsible educational service in a wide area of public contacts. Her professional training is built upon a background of collegiate courses in liberal arts. She specialized in education and was granted the



MRS. HARRIET J. ELIEL
President, Board of Education,
Berkeley, California.

master of arts degree in that field. Her professional experience came as the result of founding and conducting the Dewey Experimental School which maintained high ideals of progressive education.

After leaving this specialized type of educational work, Mrs. Eliel was called upon to exercise many state-wide responsibilities having to do with the progress of education in California. During a period when selfish political interests were about to destroy the efficiency of the schools by making severe cuts all along the line, she was chairman of what was known as the California Joint Commission on Educational Legislation, composed of responsible bodies such as the American Association of University Women, the Federation of Women's Clubs, the League of Women Voters, the Parent-Teacher Association, and the Women's Christian Temperance Union. Later her interest in education in a state-wide way continued as a permanent interest. In this connection she first became chairman of the education committee of the California League of Women Voters and finally the president of that organization which has had as one of its main objectives the promotion and protection of the educational interests of the state.

Mrs. Eliel's effectiveness in her present rôle of lay educator has had marked demonstration since she has become a member of the board of education of the city of Berkeley, and more particularly since she has become president of the board. She has been the leader in the formulation of a comprehensive building program which has for its ideals, on the one hand, a thoroughly modern school plant which will give adequate housing for the educational enterprises of the present time, and which will be elastic enough to accommodate a changing curriculum. On the other hand, it is the purpose in this new plant to reorganize the schools of the city in a comprehensive and effective way.

MRS. W. P. McDERMOTT
Member, Board of Education, Little
Rock, Arkansas

Mrs. McDermott, the first woman member and now the senior member of the Little Rock school board, at the end of her present term, will have served the Little Rock public schools fifteen consecutive years. She has been president of the board three times and secretary four times.

During Mrs. McDermott's period of service, the Little Rock High School, the most beautiful high-school building in America, and Dunbar High School, the finest Negro high school in the South, were planned and built. She was directly responsible for the establishment of the school for crippled children where physically handicapped boys and girls are under the care of specially trained teachers, and is an enthusiastic sponsor of the parental school, a school for maladjusted pupils.

Mrs. McDermott is referee of the local Juvenile Court, and her work and experience with children in this court has fitted her to be a great help to the teachers of the public



MRS. W. P. McDERMOTT
Member of the Board of Education,
Little Rock, Arkansas.

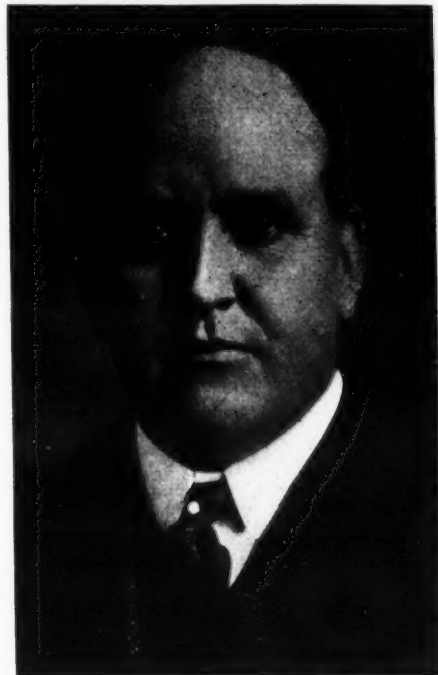
schools in handling problem cases of boys and girls.

In 1926 Mrs. McDermott was voted by the Chamber of Commerce the "most useful citizen of Little Rock." She is a past president of the Council of Social Agencies, a past president of the Little Rock Conference of the Woman's Missionary Society of the Methodist Episcopal Church, and is prominently associated with every civic activity in the community.

ERNEST R. MOORE
President, Board of Education,
Cedar Rapids, Iowa

Mr. Moore has been a member of the board of education of the Independent School District of Cedar Rapids, Iowa, for the past ten years. During the first three years he was chairman of the finance committee. Since March, 1928, he has been president of the board. By temperament, training, and experience, Mr. Moore is particularly well fitted for a position on the board of education. He is a man of wide experience. He served in the Iowa Assembly and also one term as lieutenant-governor. His life's business has been in the field of finance. He is an untiring reader of the more solid and substantial materials as they appear and is deeply interested in children.

As a member of the board of education, he has been interested in all types of the program carried on in the schools. He has always insisted that the financial affairs be conducted in such a way as to reflect credit on the district. He has been reasonable and fair in the preparation of budgets, but after the budgets had been adopted, he upheld the principle that they be carried out, if at all possible, within the limits set up and approved by the board. Mr. Moore is opposed to any narrow conception



MR. ERNEST R. MOORE
President of the Board of Education,
Cedar Rapids, Iowa.

of the purposes of education. He feels that society can be improved more effectively by the schools giving intensive training along somewhat definite lines rather than by scattering their efforts over too wide a field.

During the past year the city of Cedar Rapids has been engaged in an extensive building program by making additions to the four modern junior high schools, converting them into four six-year high schools. The conception and development of this program has called for the exercise of rare discretion. The program has been directed largely by the president in such a way as to meet universal approval.

As president of the board he conducts the meetings with unusual grace and ability. He is fair in his attitude toward the varying interests that are ever present in the administration of the schools. He knows the technique of parliamentary law and always uses it. The affairs of the board are transacted with facility and justice.

Mr. Moore's ability as a business man, his knowledge of human affairs, his wide reading, and his general information have been valuable assets. In addition, he has kept alive his interests in children for whom he has broad sympathy. All of these qualities have made his work highly effective and won for him the respect of his coworkers, the school people, and the patrons of the city at large.

BONDED INDEBTEDNESS OF CITIES

Mr. C. E. Rightor, in his compilations of the bonded debt of American cities, indicates that the gross debt of the 240 cities on January 1, 1932, was \$8,059,686,026, which total may be reduced to \$5,283,296,994 when the self-supporting debt of these communities is deducted. The per-capita debt is, therefore, \$122.08. Mr. Rightor finds that the net debt of cities in the United States during the past year has grown over \$120.60 per capita or \$1.48.

Further analysis indicates that of 120 comparable cities in the United States, 70 reported an increase, and 149 a reduction.

City School Transportation as a Method of Economy

Henry H. Hill, Superintendent of Schools, Lexington, Kentucky

Transportation of school children to large school centers as a method of providing greater school advantages, equalizing school opportunities, and offering a greater return for each tax dollar expended, has been recommended by leading authorities in school administration for many years. It is now a well-established practice in practically every state in the Union, in counties, townships, and areas predominantly rural. As yet, however, there is so little reference to city transportation of school children in the literature of school administration that the writer was compelled to resort to the questionnaire to discover the transportation status in cities throughout the United States. The data assembled by the Bureau of Educational Research of the Baltimore Schools and compiled and released through the Education Research Service¹ of the National Educational Association deal satisfactorily with the status of transportation of atypical children in cities of 100,000 and above, but this inquiry did not concern itself with the problem of Lexington, which is to save money through transportation and to determine the possibilities of economy through adoption of a long-term future policy of building larger elementary-school units, possible in a city of low density of population only by providing transportation.

Inquiries were accordingly directed to all of the 310 cities of 30,000 and above and replies received in time for tabulation were obtained from 177 of these. In soliciting information the experience of Lexington was briefly described as given below:

Lexington (45,736 pop.) in 1931-32 had eleven elementary schools (K-6), two of which were not used to capacity. By abandoning the oldest building and redistricting we accommodated all children in newer buildings without overcrowding at a net saving of \$7,000 annually. To care for 150 children in the kindergarten and first four grades, who lived from .7 to 1.3 miles from school, we contracted for bus transportation this year at \$1,830; \$12.20 annually per pupil; 2.2 cents per pupil mile or \$10 per day for the 150 children.

In a city of the low density of population of Lexington it is impossible to have elementary schools of more than 600 without excessive travel distances or transportation. By planning schools for 800 or more in the future with transportation for those at excessive distances we believe we can save money and give better services.

Your experience with transportation within the city will help us plan more intelligently.

Of the 177 cities replying, only 60, or 34 per cent, do not in any way provide transportation for any children, either normal or atypical. Of the remaining 117, there are 42, or 24 per cent, of the total number replying, which provide transportation for the atypical only, leaving 75, or 42 per cent of the total, which make some provision for transporting normal children and which may or may not transport atypical children.

Since this inquiry was interested particularly in the problem of transporting normal children, the replies of the 42 cities which provide only for atypical children will be passed over briefly. Among the types of atypical children mentioned are crippled, subnormal, blind, physically handicapped, undernourished, mental defectives, Binet classes, retarded, open-air, deaf, sight-conservation, and fresh-air classes, the descriptive terms used evidently not being mutually exclusive. In many cities transportation for the crippled is required by state law and is therefore not optional with the city school board. A typical city, as revealed by an analysis of the replies of these 42 cities, provides for the transportation of crippled or mentally handicapped children to some central room or school. This transportation may be by bus, taxicab, street car, or by a subsidy to the parent, but in all cases part or all of the cost is borne by the school corporation.

Of the 75 cities which provide transportation for normal children 62 provide directly for trans-

portation in their own school busses or by busses contracted for by the board while 50 either allow car fare or in some way subsidize the transportation beyond a certain distance. It should be noted that some cities use several different methods of transportation, the type used depending on cost and convenience. There are 52 cities which contract with the bus owner for transportation as compared with 24 cities which own and operate their own busses, although as mentioned above, some cities use both methods. Other methods of transportation used by one or more cities include contracts with a taxicab company, the rental of city busses, the distribution of bus tickets, street cars, extra service by commercial lines, and the rental of private cars. In a few cities street-car companies give a special half-fare rate to school children.

The distances which children are transported vary considerably. The distances beyond which normal children are transported, under certain conditions, are shown in Table I.

TABLE I. Cities Reporting Transportation for Normal Children to Elementary, Junior, and Senior High Schools

(Classified According to Distance beyond which Transportation is Provided)			
Distances Beyond Which Transportation is Provided	Number of Cities Transporting to Elem. Schools	Jr. High Schools	Sr. High Schools
1.0 mile	16	0	2
1.1 mile	1	2	0
1.25 mile	2	1	0
1.31 mile	0	1	0
1.5 mile	8	5	1
1.75 mile	1	0	0
1.8 mile	0	1	0
2.0 mile	21	16	10
2.25 mile	0	1	0
2.5 mile	1	2	0
3.0 mile	2	6	4
3.5 mile	0	0	1
4.0 mile	0	5	6
Totals	52	40	24

Table I should be read as follows: There are 16 cities which provide transportation for elementary children living a distance of one mile or more from school, no cities providing transportation for junior-high-school children at this distance, and two cities which provide transportation for senior-high-school children living one mile or more from school. The term "elementary school" as used in Table I refers to grades 1-6, inclusive, except in the case of a few cities where eight grades are included; junior high school refers to grades 7-9 inclusive, and senior high school to grades 10-12, inclusive, except in a few cities where grades 9-12 are indicated. The modal distance beyond which children are transported is two miles, this practice being followed by 21 cities with respect to elementary schools, by 16 with respect to junior high schools, and by 10 in the case of senior high schools. The two-mile limit is accounted for in several cities by compulsory state laws requiring transportation beyond this distance.

As would be expected, there are more cities which provide transportation for elementary schools than for high schools, 52 cities providing transportation for elementary schools, 40 for junior high schools and only 24 for senior high schools.

Many cities use the distances specified in Table I as a working policy, but reserve the right to make exceptions where there seems valid reasons. A few summaries of replies received will illustrate the types of policies found governing transportation.

"Transportation provided one to two miles first eight grades, colored children only." There were four cities, three of which were north of the Mason and Dixon line, which furnish transportation in order to provide a separate building for colored children.

"Transportation provided in cases of economic necessity and then only if distance is more than

two miles." Several cities limit transportation to children unable to pay.

"Busses used where street-car transportation is not available."

"Contracts usually written with parents and they use their own judgment as to method of transportation."

"No set distance. Conditions vary in different parts of the city."

"If a school is abandoned transportation is furnished."

"Transportation provided for recently annexed district where trolley and bus lines do not operate."

In all, there were seven cities which provided transportation for recently annexed areas or from areas in which there were abandoned schools.

Many cities use transportation as a means of economy effecting savings in the number of buildings needed by delaying the erection of new buildings, by utilizing older buildings more adequately and in some instances by judicious reallocation of boundary lines. The majority of cities find transportation satisfactory, but a few mention disadvantages such as constant pressure to extend transportation lines, abuse of transportation privileges in some cases, and the expense involved. As one city put it, "every taxpayer will want curbstone service both ways if he thinks he can get it."

One city urges children to walk for health, and a Texas superintendent expresses his transportation philosophy even more forcefully: "We send children to school in busses, and then take them to the athletic field or gymnasium for exercise! We are trying to save money by transporting children to school only to lose it by the impaired health and strength of those transported." But as pointed out by other superintendents there are in some cities extremely dangerous thoroughfares over which young children almost of necessity must be transported by someone.

Among cities having well-developed transportation policies and regulations are Baltimore, Denver, Los Angeles, Des Moines, Lynn, Massachusetts; Ardmore, Pennsylvania; and Washington, D. C.

It is interesting to note that the cities replying generally favor contract bus service rather than purchase of busses by the board of education, with only one or two dissenting opinions. One superintendent aptly expresses what seems to be the group judgment: "Where busses are privately owned and operated under contract, costs are lower and there is less annoyance to the administrative office but closer supervision and regulation are necessary to obtain the best results."

Summary

1. Of the 177 cities over 30,000 in size replying to this inquiry, 60, or 34 per cent, furnish no transportation; 42, or 24 per cent, provide transportation only for the atypical; and 75, or 42 per cent, provide under certain conditions for transportation of normal children.

2. Cities provide transportation by bus, street car, taxi, or by direct subsidy to parents.

3. The modal distance beyond which transportation is furnished is two miles, but the distance varies from one to four miles.

4. Cities transport children for a variety of reasons: state laws, fairness to atypical children, economy, public demand, and segregation of colored children.

5. No conclusion in regard to the necessity, desirability, and economy of city transportation can be drawn without considering the local conditions of the city concerned. Density of population, size of city, traffic hazards, location of schools, number of atypical children and available revenues are all factors to be considered.

6. A considerable number of cities have utilized transportation as a method of economy and report satisfactory results. Apparently no city has yet adopted a definite plan of constructing fewer and larger buildings by the extensive use of transportation.

TEACHERS

♦ Hartford, Conn. The board of education has approved a suggestion that there be no further appointments of married women in the schools, except as matrons. No woman employee except a matron who marries from and after this date, will be continued in regular employment after the beginning of the school half year following marriage.

¹Transportation of School Children in 67 Large City School Systems. Circular No. 4, 1931. Educational Research Service, National Education Association.

School-Finance Status of Cities in the United States

Situation Becoming Easier and a Brighter Day in Prospect

An inquiry into the school-finance situation of leading centers of population, demonstrates the tendencies that are in progress at this time. Specific questions addressed to the school superintendents have elicited direct answers which are here presented. These questions were the following:

The Questions Asked

1. Are your budget appropriations for the ensuing school year more or less than those of the previous term?
2. Has there been any tendency to restore salaries upon their former normal basis? Have you increased or reduced teaching force for the ensuing school term?
3. What progress, if any, is made in the direction of planning new school buildings and making additions to old buildings? Are any repairs or renovations of the school property engaged in during the summer months?
4. Do you find any easement in the tax situation of your municipality? Is there any improvement this year over last in the collection of delinquent taxes? Does your board of education hold to an optimistic view or the contrary on the school-finance situation?

The Answers Received

ALBANY, N. Y. Budget appropriation more. Salaries have never been changed. Teaching forces increased. Two schools are being remodeled. Repairs as usual. There is an easement in the financial situation, delinquent taxes are coming in better and an optimistic view is maintained. *A. R. Coulson, Superintendent.*

ALLENTOWN, PA. Budget appropriations remain the same. No tendency to restore former salaries. Building repairs amounting to \$30,000 made under C.W.A. Little change in general finance situation. *H. W. Dodd, Superintendent.*

ALTOONA, PA. Budget same. Salary schedule same. No new buildings needed. Repairs as usual. Tax collections improved. *S. M. Decker, Secretary.*

Appropriations Better

AUSTIN, TEX. Budget will be 5 per cent higher. Thus far teachers' salaries have only been reduced by 5 per cent. If any deductions are made next year they will be only 5 per cent of the salary for the last half of the year. A new junior high school was erected last year. No new buildings planned. Ordinary repairs will be made. Tax situation has been eased considerably. Also a decided improvement in delinquent tax collections. Board neither optimistic nor pessimistic. *A. N. McCallum, Superintendent.*

BEAUMONT, TEX. Budget slightly more. Have restored 12½ per cent of 30 per cent in salaries. Increased force by three teachers. Added two rooms to building and engaged in ordinary repairs. Some improvement in delinquent taxes. Board not optimistic. *Mr. E. Moore, Superintendent.*

BETHLEHEM, PA. The budget has been increased by \$60,000. Instead of a 15 per cent reduction, a 10 per cent reduction was made. New buildings, no; repairs, yes. There is an easement in the tax situation. The board is not optimistic. *William H. Weiss, Superintendent.*

BIRMINGHAM, ALA. Budget appropriations are \$12,500 more than last year. No restoration of salaries. Staff the same. The board's architect has made sketches for additions to old buildings and two new high-school buildings. Have asked P.W.A. for \$5,000,000. Extensive repairs being made. Delinquent taxes collected this year, twice as large as last year. Our estimate in the reduction of assessments for 1934-35 is 3.8 per cent. Current year's collections have been 77 per cent of the total possible collections. Situation for next year better than this year. *C. B. Glenn, Superintendent.*

BRIDGEPORT, CONN. Budget larger. Salaries restored and more teachers employed. No new buildings. Repairs, yes. Tax collections better, and general finance outlook easier. *Worcester Warren, Superintendent.*

BROCKTON, MASS. Budget less. No tendency to restore salaries. Staff reduced. Necessary repairs made. No new buildings. Tax collections are good. Greater optimism. *J. F. Scully, Superintendent.*

BUFFALO, N. Y. Budget a trifle less. Salaries not restored. Teaching force slightly increased. A large new grade school and a new high school being built under P.W.A. *E. C. Hartwell, Superintendent.*

CAMDEN, N. J. Budget better. Restoration of 15 per cent in salaries. Force decreased. No new buildings. Repairs, yes. Finance situation slightly improved. More optimism. *L. N. Neulen, Superintendent.*

CHARLESTON, S. C. Budget higher. Salaries restored in full. A new Negro school is planned. Delinquent taxes easier. Feeling optimistic. *A. B. Rhett, Superintendent.*

CHATTANOOGA, TENN. Budget not completed. Indications are that it will be more. We think a partial restoration of salaries is possible. Repairs considerable. No new buildings. There is an easement in the tax situation. Collection of delinquent taxes better. All payrolls have been met in cash. Feeling optimistic. *W. T. Robinson, Superintendent.*

CHESTER, PA. Budget for next year less than present year. Tendency to restore salaries. Reduction will be 10 per cent instead of 12½ per cent last year. No plans for new buildings. Repairs as usual. There is a slight improvement in tax collections, both current and delinquent. Board pessimistic on school finance. *David A. Ward, Superintendent.*

CHICAGO, ILL. Budget less. No tendency to restore salaries to former basis. The erection of two new elementary schools to relieve districts where pupils are housed in portable buildings. There is an easement in the tax situation. Our position is improving. By 1936 the city will have caught up in its collections. *William J. Bogan, Superintendent.*

CICERO, ILL. Budget less. Salaries were not reduced. No new buildings necessary. No change in tax status. *George A. Schwebel, Superintendent.*

CLEVELAND HEIGHTS, OHIO. Budget was prepared last year in expectation of 20 per cent delinquency. Closed banks added to our troubles. Hence our budget for 1934 will be less. Basic salaries have been maintained on schedule, but contracts provide for partial salaries. For the current year, the basis is 80 per cent. Teaching staff reduced over last year from 362 to 332. No new buildings. Necessary repairs made. No easement in tax situation. *F. L. Wiley, Superintendent.*

COLUMBIA, S. C. Slight increase in budget. No suggestion to increase salaries. Few added to teaching force. No new buildings planned. Necessary repairs made. Collection of back taxes somewhat better. Our board is opposed to going into debt, and will curtail more if necessary. *S. F. Fiskling, Secretary.*

Budget Somewhat Larger

DAVENPORT, IOWA. Budget for next year larger than this year. No salary to be restored this year, but hope that something can be done next year. No new buildings. High school will be remodeled and repair work will be engaged in. Some improvement in tax situation. Delinquent taxes are coming in better than anticipated. We are very optimistic over the school-finance situation. *J. E. Baumgarten, Secretary.*

DECATUR, ILL. Budget approximately \$50,000 more. Of this \$40,000 will go toward 7 per cent of 22 per cent salary cut. Active building between 1924 to 1932. A P.W.A. loan applied for addition to high school. C.W.A. support secured for extensive heating, plumbing, and painting amounts to \$50,000. Tax situation improved. Feeling optimistic. *William Harris, Superintendent.*

DENVER, COLO. Budget not yet adopted. Salary raises cannot be predicted. Teaching staff will be slightly increased. The summer repair program is carried out. No new construction. Tax collections are better this year than last. *Charles E. Greene, Assistant Superintendent.*

EVANSTON (DIST. 76), ILL. Budget same. Salaries up a trifle. Staff same. No new buildings. Repairs by emergency relief. Finance situation picking up. *David E. Walker, Superintendent.*

EVERETT, MASS. Budget is less. Contribution of 12 per cent by school employees reduced to 7 per cent. No new buildings. Repairs normal. There is an easement in the tax situation. Collections are better. Board optimistic. *Frederick A. Ashley, Superintendent.*

FLINT, MICH. Budget increased by 10 per cent. Salary cut of 40 per cent restored. Addition to teaching staff, 25. No new buildings planned. Two junior high schools are badly crowded. Repairwork carried on under C.W.A. Delinquent tax collections materially improved. *L. H. Lamb, Superintendent.*

Board Quite Optimistic

GALVESTON, TEX. Budget is slightly higher. Salaries and teaching staff remain the same. We are going right ahead building and renovating. The tax situation has been fairly good for this and last year. We are all quite optimistic. *E. G. Littlejohn, Superintendent.*

GLENDALE, CALIF. Budget slightly more. Elementary teachers given increase of \$50 per year. No new buildings. Repairs regular. Delinquent taxes this year 14 per cent; last year 16 per cent. *John T. Cate, Business Manager.*

GREENSBORO, N. C. Budget same. Salaries same. No new buildings. Repairs as usual. Taxes collected to about 85 per cent of levy. It was 76 per cent last year. Finance situation more favorable. *George B. Phillips, Superintendent.*

HAMTRAMCK, MICH. Slight increase in budget. Lower end of salary scale increased. No new buildings. Repairs on C.W.A. work. No easement in school-finance situation. *M. R. Keyworth, Superintendent.*

HOUSTON, TEX. No change in budget. Salaries have been increased from \$6 to \$7 per month. No increase in force. No building program in hand. Repairs on limited scale. There is an easement in school-finance situation. Decided improvement in delinquent tax collections. Feeling fairly optimistic. *W. J. Stone, Secretary to Superintendent.*

JACKSONVILLE, FLA. The budget is higher by \$236,000. Salary increases amount to 5 per cent. Only necessary repairs engaged in. Tax collections about the same. *R. C. Marshall, Superintendent.*

KALAMAZOO, MICH. Budget 5 per cent more. No salary increases. Teaching staff same. No new structures. No improvement in tax situation. *Herald C. Hunt, Superintendent.*

KANSAS CITY, MO. Budget 5 per cent higher. Salary restoration 5 per cent. Staff, same. Building program contemplates expenditure of \$2,000,000. On this federal aid of \$500,000 has been assured. Repairs as usual. No easement in tax situation. Feeling more optimistic. *George Melcher, Superintendent.*

KENOSHA, WIS. Budget appropriations will be larger. A 23½ per cent salary cut was made two years ago. Of this 15 per cent will be restored with the year and all of it eventually. No new buildings. Repairs mostly through C.W.A. and F.E.R.A. Tax situation materially better. All considerably more optimistic. *G. F. Loomis, Superintendent.*

KNOXVILLE, TENN. Budget \$27,000 less. No salary raises. Faculty same. Three new buildings planned awaiting P.W.A. support. Only minor repairs. Town is wealthy, but taxpayers strive to lower public revenue. Tax collections are increasing. Financial situation now better than 1929. *Harry Clark, Superintendent.*

LANCASTER, PA. Budget slightly less. No restoration of salaries. Force slightly increased. A new room will be added for automobile instruction in the vocational school. Repairs as usual. Tax situation about the same. *H. E. Gress, Superintendent.*

LANSING, MICH. Slight increase in budget. Salaries increased by 10 per cent. No new buildings. Repairs as usual. Tax collections better. Board of education more optimistic. *J. W. Sexton, Superintendent.*

LEXINGTON, KY. Budget slightly less. With sales tax, we expect to be on normal basis. Upon this tax also depends restoration of salaries. Upon a P.W.A. grant, \$48,000 is being expended for new buildings and additions to old. The tax delinquencies never amounted to more than 4 per cent. This year they are about 3 per cent. *Henry H. Hill, Superintendent.*

LONG BEACH, CALIF. Budget smaller. Salaries have suffered further reduction from 1 to 8 per cent. Due to the earthquake of March 10, 1933, our entire school system must be rebuilt. Tax situation somewhat improved. *H. S. Upjohn, Superintendent.*

LOS ANGELES, CALIF. Budget still tentative. As now prepared \$1,440,225 less than for 1933-34. Present budget restores automatic increase to teachers. It may be the decision of the board to reduce salaries in order to reduce tax rate. Rehabilitation of schools damaged by earthquake now planned. Approximately \$11,000,000 is available for this work. The entire program will involve \$20,000,000 more not yet authorized by voters. Tax delinquencies about 10 per cent. *Willard A. Ford, Chief Deputy Superintendent.*

LYNN, MASS. Budget for 1934 estimated at \$1,484,839; some \$20,000 higher than 1933. Salaries restored to normal. As a part of the C.W.A. program, buildings have been put in excellent repair. Tax collections better. More optimism than year ago. *Harvey S. Gruver, Superintendent.*

Some Budgets Same, Others Less

MACON, GA. Budget same as last year. No change in salaries. Repairs as usual. A slight improvement in the finance situation. *Walter P. Jones, Superintendent.*

MEDFORD, MASS. Budget less. No restoration to salaries. Teaching force increased. No new buildings. Repairs as usual. Tax collections improved. Outlook more optimistic. *J. Stevens Kadesh, Superintendent.*

MEMPHIS, TENN. Budget same. Board anxious to put salaries on predepression basis. No new construction. Tax collections somewhat better. *R. L. Jones, Superintendent.*

MILWAUKEE, WIS. Budget less. No tendency to restore salaries. No new buildings. Repairs, yes. Tax situation easier. *Milton C. Potter, Superintendent.*

MINNEAPOLIS, MINN. Budget slightly more. No attempt to return salaries to normal basis. Salary cut will run about 20 per cent next year. No new buildings, but regular repair program in progress. C.W.A. support employed. Tax situation complicated. Improvement in delinquent tax collections. Optimistic that something will be done by legislature. *C. R. Reed, Superintendent.*

MONTGOMERY, ALA. Budget same. No restoration of salaries. No progress in new buildings. Repairs minor. Finance situation slightly improved. More optimism than year ago. *W. B. Harrison, Superintendent.*

MOUNT VERNON, N. Y. Budget expected to be about the same next year. Our appropriations for 1934 are \$400,000 less than 1933. No urgent need for new structures. Repairs as usual. Financial situation improving. Tax situation not promising. *W. H. Holmes, Superintendent.*

NEW BEDFORD, MASS. Budget increased by \$43,000. Disposition to restore one half of last salary cut. No definite action. Addition to high school made as P.W.A. project. City obtained temporary loan at 1 per cent. Definite indications of improvement. *Allen P. Keith, Superintendent.*

NEW BRITAIN, CONN. Budget slightly increased. Salary reduction of 40 per cent has been restored. No change in teaching staff. One four-room building will be constructed. Repairs as usual. No change in tax situation. *S. H. Holmes, Superintendent.*

NIAGARA FALLS, N. Y. Budget is less than last year. No tendency to restore salaries. Teaching force reduced. No new buildings. Repairs as usual. Some slight improvement in tax collections. *James C. Taylor, Superintendent.*

OAKLAND, CALIF. Regular operating budget somewhat less, but \$600,000 added to school-housing program. Normal repairs continued. Tax situation easier. *D. B. Rice, Business Manager.*

OAK PARK, ILL. Budget was reduced the past three years by \$150,000. There is a desire to restore salaries. Teaching staff and school term same. School capacity satisfactory. Repairs as

usual. Tax situation of Cook County remains unchanged. Our assessed valuation of two years ago has dropped from \$76,000,000 to \$45,000,000. *W. J. Hamilton, Superintendent.*

OKLAHOMA CITY, OKLA. Budget larger. Salaries increased by 7 per cent. Spent \$700,000 this year for new buildings. Planning \$175,000 more. Finance situation satisfactory. *C. K. Reiff, Superintendent.*

OMAHA, NEBR. Our budget for 1935 will be about \$60,000 higher. This will be used for teachers' retirement fund, school-election expenses, insurance, and teachers' salaries. Salaries cannot at this time be restored to former basis. No new buildings. Repairs and renovations as usual. Tax collections are better. Feeling optimistic. *Homer W. Anderson, Superintendent.*

PASADENA, CALIF. Budget somewhat less than last year, except for capital outlay. No disposition to restore salaries. Teaching force same. Replacements of buildings due to earthquake shocks are being made. Repairs as usual. Tax situation somewhat less acute. Delinquent taxes not a large factor. *John A. Sexson, Superintendent.*

PATERSON, N. J. No change in budget. No tendency to restore salaries. Slight reduction in teaching staff through resignations. No new buildings. Necessary repairs made. Tax situation slightly improved. More hopeful view. *John R. Wilson, Superintendent.*

Tax Situation Easier

PAWTUCKET, R. I. Budget higher. Restored automatic increase in salaries. Staff not changed. No new construction. Tax situation easier. *William A. Newell, Superintendent.*

PHILADELPHIA, PA. Budget for 1935 not completed. Would like to restore salaries but must await final tax payments. Will add 75 senior-high-school teachers by September. A restricted building program is being considered. Repairs as usual. Taxes, both delinquent and current are coming in better. *Edwin C. Broome, Superintendent.*

PORTLAND, ME. Budget for this year is greater than last. No tendency to restore salaries or to increase teaching staff. Under C.W.A. and F.E.R.A. three additions were made to buildings. Repairs as usual. There is an easement in the tax situation. Board is optimistic. *Robert F. Skillings, Accountant.*

Finance Situation Improved

PROVIDENCE, R. I. Budget for year beginning with October 1, 1934, approximately \$240,000 more than present year. No salary increases. Some increase in teaching staff contemplated. Application of \$3,000,000 made to P.W.A. for new buildings. Budget for repairs increased from \$100,000 to \$110,000. No easement in tax situation. No serious problem in delinquent taxes. *A. J. Stoddard, Superintendent.*

PUEBLO, COLO. Budget same. Salaries same. No new buildings. Repairs and renovations with F.E.R.A. and C.W.A. labor. Slight tax improvement. *James H. Risley, Superintendent.*

RACINE, WIS. Budget for 1934 somewhat lower than 1933. Budget for 1935 not prepared. Some of the salary cuts have been restored. No building projects in hand. Repairs are made under C.W.A. project. The tax situation is easier. A number of the board are not in accord as to the prospects. On the whole, the outlook is more optimistic. *W. C. Giese, Superintendent.*

READING, PA. Appropriation less. Salary cut in force. Teaching force same. Two new buildings and addition to third planned. Federal grant of \$367,000 approved. Tax situation eased. Feeling optimistic. *Thomas H. Ford, Superintendent.*

RICHMOND, VA. Budget larger. Support from city same, state support \$100,000. Recent movement to reduce tax levy from 75 to 70 per cent was defeated. Capital outlay will amount to \$15,000 to \$20,000. White children will be provided with school. Need a new colored school at a cost of \$250,000. In spite of the depression, new courses in music, art, and other subjects have been introduced. *Jesse H. Birford, Superintendent.*

ROANOKE, VA. Budget is less. Reductions rather than increases in salaries. Planning of new buildings at standstill. Repairs, yes. Tax assessments lower. *D. E. McQuilkin, Superintendent.*

ROCHESTER, N. Y. Budget for 1934 more than 1933. Salaries, as well as teaching staff, slightly increased. Building a new high school as

P.W.A. project. There is an easement in the school-finance situation. Delinquent taxes are coming in satisfactorily. Optimistic view, yes, conservatively so. *James M. Spinning, Superintendent.*

ROCKFORD, ILL. Budget about 5 per cent higher. Salaries same as last year. C.W.A. work is all we have planned this year. Tax situation same. We collected 86 per cent of taxes last year. *Frank A. Jensen, Superintendent.*

SACRAMENTO, CALIF. Budget \$700 less than last year. No tendency to restore salaries. Staff remains reduced. We have just finished three new junior high schools. Repairwork as usual. Tax situation considerably easier. State support comes through sales tax. Tax delinquency less. Board quite optimistic. *Charles H. Hughes, Superintendent.*

Teaching Staff Increased

SAGINAW, MICH. Budget appropriation more. Funds for replacement of salaries available. Teaching staff increased due to increased enrollment. Owing to C.W.A., buildings in better shape. Tax collections better. Optimistic feeling. *Chester F. Miller, Superintendent.*

SAN ANTONIO, TEX. Budget higher. Teachers' salary restored by 20 per cent. Teaching force increased by 3 per cent. We shall spend about \$1,250,000 to complete building program begun in 1928. There is an easement in the tax situation. Delinquent taxes about 10 per cent better. Board optimistic. *J. C. Cochran, Superintendent.*

SAN JOSE, CALIF. Budget same. Salary cut of 10 per cent made last year remains. Teaching force same. A building program was funded 1932. We are well housed. There is an easement in the tax situation. A year ago delinquents 7 per cent, today 5 per cent. Board optimistic. *W. L. Bachrodt, Superintendent.*

SCHENECTADY, N. Y. Budget is less. Hoping to restore salaries next year. Teaching staff reduced by 50. No new buildings. Repairs under C.W.A. Tax situation slightly better. *W. H. Pillsbury, Superintendent.*

SPOKANE, WASH. Budget larger. Salaries this year were 75 per cent of schedule. Will be 85 per cent of schedule next year. No new buildings contemplated. Repairs as usual. Much renovation under C.W.A. auspices. Uncollected taxes for 1933 greater than 1931. Improvement, however, in delinquent tax collections. Legislative relief expected. *O. C. Pratt, Superintendent.*

SPRINGFIELD, ILL. Budget less. No tendency to restore salaries. Staff same. Repairs and replacements are kept up. Improvement in delinquent tax collections by 13 per cent. General finance situation better. *Frank T. Vasey, Superintendent.*

SPRINGFIELD, OHIO. The new 10-mill limitation on property tax goes into effect January 1, 1935. Unless the 5 mills lost are restored, 95 per cent of the school districts will be bankrupt. As a result, there is no effort to restore salaries or increase the teaching force. The school-finance situation is becoming more acute. *F. M. Shelton, Superintendent.*

STAMFORD, CONN. Budget \$130,000 higher. Teaching force increased by five. Salary increase, 5 per cent. No new buildings. Repairs as usual. Back taxes coming easier. Finance situation slightly better. *Leon C. Staples, Superintendent.*

TERRE HAUTE, IND. Budget the same. Teaching staff not reduced for next year. Salaries were increased 15 per cent during 1931-1932. The amount restored is 2½ per cent. No new buildings contemplated. Necessary repairs will be met. The tax situation has improved. *George C. Carroll, Superintendent.*

TOPEKA, KANS. Budget not yet made. Favorable attitude to salary increases. Repairs normal. Board maintains an optimistic outlook. *A. J. Stout, Superintendent.*

TRENTON, N. J. Budget \$40,000 less than last year. No tendency to raise salaries. Teaching staff same. No new buildings. Repairs as usual. Tax situation same. No optimism. *Paul Loser, Superintendent.*

UNION CITY, N. J. Budget less. Salaries not restored. Teaching staff in doubt. No new buildings. Emergency repairs made. Tax situation still serious. New sources must be discovered. *Arthur O. Smith, Superintendent.*

(To be concluded in September)

School Administration in Action

The Opening Day of School

W. L. Sprouse, Superintendent of Schools, Logansport, Indiana

Economy and efficiency are the watchwords of the present hour in educational administration. Studies have been made and are being made in almost every phase of this field with the purpose of saving time, money, and effort. For many years educational administrators have assumed that they could administer schools without much regard to costs in time or money. That period has passed. The present day administrator, who is alive to his duty, is just as much concerned with the efficiency with which his school plant operates as is the industrial manager with which his industrial plant is operated.

One of the wastes in educational administration is undoubtedly the methods used by many in organizing and carrying out their opening-day program. This was first evident to the writer when he was principal of a high school in a northcentral state. The high-school principal in a city of 30,000 population took the entire first week to organize his school. Further observation revealed the fact that many other principals and superintendents were taking several days after the opening session to get their schools organized. It seemed that there was a large waste in this procedure.

In this brief discussion the reader's attention is invited to the problem as it affects junior and senior high schools. There seems to be more waste here than in elementary schools. Two questions are definitely raised at this point: (1) Should the opening-day session be as long as that for other days in the school year, or should it be shorter? (2) Should instruction be given in the various subjects on this day, or should the time be devoted entirely to matters of routine organization?

The Principal's Preparation for Opening

Many large high schools maintain a clerical force during a large part of the summer. Where such is the case, the principal is naturally on the job and the organization work for the opening day is usually complete by the first day of August. All that needs to be done, then, is to care for the new students who move into the community immediately preceding the opening of school. The preparation of the pupils' individual schedules of recitations, the checking of sizes of classes, the making of room assignments, and so forth, are just a few of the important tasks which a principal of a large school and his aids arrange for during the summer. Under these conditions, there can be no legitimate excuse for an unorganized opening day.

In smaller schools, the principal should be on the job for about two weeks prior to the opening day of school to see that everything is in readiness. Indeed, in schools of medium size, it would be a desirable practice to award the principal a contract for a month's additional service so that he may be called upon to do the preliminary work well in advance of the first day of school.

The school which operates regularly on the opening day has an administrative head who began planning the opening day before the school closed in the spring so that the school machinery might move without a hitch in September. The professional skill of such a principal must be very much respected.

The Registration of Students

The registration of students is one of the biggest, if not the biggest, job a principal has to face. The organization of a school depends upon information thus secured. It has not been many years since a principal would take the first two days or more of the new school term to register the boys

and girls. But a change is taking place rapidly in the handling of this procedure. The idea of being prepared for regular schoolwork by the opening day is quite generally accepted. In the writer's school system, registration is taken the latter part of April, or the first week in May. Those who do not register then or are new students, are summoned to the buildings a week or two prior to the opening day to register. In this manner, practically every student is registered and his individual schedule is prepared beforehand. Teachers conduct this spring registration under the direction of the principal.

The Teacher's Preparation for Opening

Every successful campaign has to be planned in advance. The successful teacher can profit by using professional strategy. He wants to arrive in the community where he labors, ahead of time. He wants to make the proper impression on his students the opening day, and he cannot effectively do so unless he has planned in advance. In making preliminary arrangements, a teacher will (1) visit the school building before the opening day to become familiar with conditions; (2) secure the course of study if he has none; (3) plan the opening day's work for each class; and (4) construct a tentative program of instruction.

In most communities, a large majority of the teachers arrive for their work in sufficient time to make such thorough advance preparation. However, too many seem to lose sight of the value of a well-planned attack. To change the situation materially, it is necessary for principals to organize the first-day program with the idea of a full-day session in mind. Teachers must be educated to the fact that the opening day offers wonderful opportunities to them for good teaching.

The Length of the Opening-Day Session

The prime consideration from the standpoint of routine is to get started right. The time to set matters right is on the opening day. The impressions of this day should be those which are to continue and give the keynote for the remainder of the term. The sooner routine habits are formed, the sooner will the higher powers of the mind be free to function actively. Work should begin with a vigorous attack by pupils and teachers.

A regular session will serve to clear up unforeseen conflicts and to acquaint new students with teachers and the building. A better businesslike atmosphere is thus created. Not to have an entire day means that some matters must be deferred until the second day. Since it is the day announced, there should be school, for it costs as much to have school on the opening day as on any other. Such a practice reduces the number of those who feel that not much is missed if they report a few days or weeks after the opening. If the opening day is busy, the atmosphere becomes one of business; if it is devoted to loafing, the feeling is one of procrastination. If the students are dismissed early, confusion arises that may continue for several days.

Class Instruction

At the risk of repetition it may be said that instruction should be offered in each subject during the opening day. Such businesslike and psychologically sound procedure is possible if the teachers are required to make better, or, at least as careful, preparation for the opening-day recitations as they do for other recitations during the year. It is an easy matter to arrange exercises for

the different subjects that will serve as an introduction and will give the teacher an indication of the ability of the class. The student has made no preparation for this session, yet he must be led to take an active part in it. In each case, intelligent interest of the student in the subject is to be awakened; antagonistic attitudes where these occur, must be overcome. A general discussion of the course, with plenty of opportunity for student participation, gives the students a desire to carry on the work of the semester and to give them a real motive for hard work.

The lack of textbooks cannot be offered as a reason for not attempting regular instruction. In fact, the teacher who comes fully prepared for the first day will need no textbook to begin classwork. The demand for textbooks at the beginning indicates too much dependence upon textbooks. The book should not be the course *in toto* but merely a tool to be used sparingly in the hands of the teacher as an outline for expanding the real subject matter of teaching.

The following brief statement is indicative of the thought of an authority in the field: "It seems to me that there is no sufficient reason why the first day of the session should not last for the entire day and be one of the most interesting and inspiring days of the year. This day is one for which plans should be made in the preceding year and registration should have taken place during May or June. An overview of the entire course in each class can be given at this time and instead of starting off to school with a holiday for the students, the day can be made of real value."¹

A well-organized plan of instruction as described, together with routine matters well in hand, will enable any principal to make a most effective opening for any school. The authorities in the field of secondary-school administration recommend that so far as possible, the first day of school be regular for the great majority of students.

NEW LIBRARY STANDARDS IN WASHINGTON

The State Board of Education of the State of Washington has adopted a resolution setting up new standards for elementary-school libraries in the state. The standards apply to two groups of libraries, (1) those in districts maintaining accredited schools, and (2) those in other districts. The standards are as follows:

Elementary Libraries in Districts Maintaining Accredited Schools

1. The elementary library shall be adequately lighted and appropriately, conveniently, and attractively housed.
2. Elementary schools having enrollments of 75 to 100 pupils shall have a library of at least 200 books. There shall be an additional 50 books for every additional 100 pupils up to an enrollment of 500. Thereafter an additional 25 books shall be provided for every additional hundred children.
3. A minimum of \$20 per year, exclusive of sets of encyclopedias per elementary library, shall be spent for library books. In schools having enrollments of 600 or more pupils, 5 cents per pupil per year shall be required.
4. Adequate reference reading material shall be supplied to supplement the classwork.
5. The library shall provide two sets of encyclopedias approved for children's use, and shall subscribe to two juvenile magazines for each 100 children enrolled.
6. A trained librarian, or a member of the teaching staff, preferably one with library training and designated as librarian, shall be given the responsibility for the administration of the library.
7. The books shall be classified according to a simple, approved system suitable for elementary schools.

Elementary Libraries in Other Districts

1. Libraries in elementary schools having enrollments of 75 or more elementary pupils shall take steps to meet the state requirements.
2. Schools whose library collections are below the standard shall be given reasonable time in which to reach the required standard.

¹Uhl, W. L. Statement made in personal letter, University of Wisconsin.

Legal Causes for Revocation of Teachers' Licenses in the United States

Ivan Hostetler, Graduate Student, Ohio State University

There was never a time in the history of our country when the teaching profession was so overcrowded as it is today. Competition is keen; boards of education, school officials, and patrons of the schools have a critical attitude toward teachers. Causes which may heretofore have been overlooked are used to bring about the dismissal of unsatisfactory teachers. The revocation of teachers' certificates is a real danger in many cases.

Revoking the certificate of a teacher is much more serious than dismissal, because the teacher has to forfeit his right to teach for at least a considerable period of time. Because of the serious nature of the penalty of revoking a license, most of the state codes specify causes for which such action may be taken. These provisions protect the rights of the teacher, while at the same time they safeguard the interests of the schools and of the public. A teacher may not be deprived of his license for petty causes. Whether or not a certificate may be revoked by the legally constituted authority for a certain cause may be determined upon one or all of the following bases: First, if the state code enumerates such a cause; second, if past court decisions have permitted revocation for such a cause; third, by a test case.

Nearly all of the state school codes enumerate either specific or general causes for which certificates may be revoked. These same codes state definitely who may exercise the right to revoke. Specific provision is also made by some states relative to the rights and remedies of teachers during and after the revocation of their certificates.

The purpose of this article is to describe briefly the provisions found in the respective codes of the 48 states. In a later article, the court decisions in the various states will be reviewed. These decisions define the causes and interpret both the terms used in the laws and the principles which underlie these parts of the state school codes.

Specific Causes. A glance at Table I will show that most state laws enumerate specific causes for which certificates may be revoked. Only four states—Arkansas, Connecticut, Rhode Island, and Vermont—are silent on specific causes, while four others—Colorado, Delaware, Massachusetts, and New Hampshire—make no provision for the revocation of certificates. Seventeen states enumerate both specific and general causes, and this makes their statutes both elastic and permits certificates to be revoked more easily. While several of the state supreme courts have permitted certificates to

be withdrawn for causes not clearly enumerated in the school law, it may be said that, in general, the revoking authority under a law which states specific causes, may be used only for such causes. A law which enumerates both specific and general causes is not so limited. For example, the Iowa statute specifies that a certificate may be revoked for incompetency, immorality, intemperance, cruelty, negligence, or any cause which would have prevented the issuance of the certificate. Under this last general provision a certificate may be revoked for a number of causes other than those specifically enumerated. Certainly, under such provisions a certificate may be revoked more readily. Whether or not this is a wise provision in so serious a matter is a point for debate. The chief purpose is to protect and safeguard the pupils against teachers who, for good reasons, should be deprived of the right to teach. The legislatures clearly have had in mind that the schools exist for the pupils and not for the teacher.

The specific causes enumerated by the state codes allow of rather broad interpretation. Thus, 34 state laws enumerate immorality as a cause for which a certificate may be revoked (Table II). Yet, not one law defines what is meant by immoral conduct. It remains for the authority in whom is vested the revoking power and for the courts to decide whether an act is immoral and sufficient cause for action.

TABLE II. Number of States Which Enumerate the Causes for Which Certificates May Be Revoked

Causes for Revocation	No. of States
Immorality	34
Negligence	20
Incompetency	19
Violation of contract	15
Intemperance	14
Violation of the laws of the state	9
Cruelty	8
Unprofessional conduct	7
Evident unfitness to teach	5
Misconduct in office	3
Unbecoming or indecent behavior	2
Insubordination	2
Profanity	2
Physical disabilities	2
Act as sales agent for textbooks or supplies	2
Untruthfulness	2
Dishonesty	1
Sectarian instruction	1
Changing or altering certificate	1
Refusal to teach physiology or hygiene	1
Entering into illegal contract	1
Teaching or inculcating disloyalty to the U. S.	1
Unworthiness	1
Failure to teach patriotism	1
Failure to attend teachers' institutes	1
General causes	21
No provisions for revocation	4

TABLE III. Boards and Officers in Whom is Vested the Power to Revoke a Certificate

Boards and Officers	No. of States
State superintendent of public instruction	21
State board of education	16
County superintendent	9
State board of examiners	4
County and city board of examiners	4
Board of regents of the University or state teachers' college	4
Proper authorities	3
County board of education	2
District superintendent of schools	1
Faculty of state university, state college, or normal school	1

The five most frequently mentioned specific causes in the state codes are immorality, negligence, incompetency, breach of contract, and intemperance. There is wide agreement on these five causes. However, a few of the states do not even mention any of these, but emphasize other causes. For example, the Oklahoma statute provides that the teaching or inculcating of disloyalty to the United States, or of publicly reviling the flag or the system of government of the United States, shall be causes for barring a teacher. No other causes, either specific or general, are enumerated. In Indiana, a similar law means that a certificate may only be revoked when a teacher is found guilty of teaching disloyalty to the United States, or of publicly reviling the flag or the government of the United States. In New York, a certificate may be revoked for refusal to teach physiology and hygiene as prescribed by law. The Arizona statute emphasizes sectarian instruction as a cause.

General Causes. Table I shows that seven state codes provide that a certificate may be revoked for cause. Presumably, it is the duty of the authorities who are given the right to revoke to determine what causes are sufficient grounds for revocation. Nine other states make possible such action for any cause which would have prevented the issuance of a certificate. Out of the 21 states which list general causes, only five make this type of a cause exclusive.

Who Has the Right to Revoke? Most of the states vest the authority to revoke a certificate in the individual or board which granted it. Twenty states vest that authority in only one individual or board. Twenty-one states give the state superintendent this power, while sixteen states grant similar power to the state board of education. Only five states give this power to local authorities exclusively, while fourteen states intrust it to both local and state authorities. The fact that approximately twice as many state as local agencies have the authority shows the trend toward centralization. The state superintendent of schools, the state board of education, and other state agencies are, as a rule, composed of men better qualified than local officials, which is a better guarantee of justice to both teachers and pupils.

(Concluded on Page 69)

TABLE I. CAUSES FOR THE REVOCATION OF TEACHERS' CERTIFICATES IN THE VARIOUS STATES

STATES	SPECIFIC CAUSES FOR REVOCATION	GEN'L CAUSES	AUTHORITY TO REVOKE	RIGHTS OF TEACHER
Alabama	1-2		State Superintendent of Education	
Arizona	4-5-6		State Board of Education	
Arkansas	None	A	State Board of Education	Written notice of charges and hearing
California	4-5-7-8-9-10		State Board of Education, County Board of Education, City and County Board of Examiners	Notice of charges, ten days' notice of hearing, may have counsel
Colorado	33			
Connecticut	None	A	State Board of Education	
Delaware	33			
Florida	11-12-1		State Superintendent & State Board of Education	
Georgia	11-13-14		County Superintendent	Appeal to County Board of Education. Action is final.
Idaho	14-11-1	B	State Board of Education	Appeal to State Board of Education. 30 days' notice.
Illinois	1-11-4	C	County & State Superintendent, State Examining Board	Appeal to Superintendent who issues certificate.
Indiana	1-15-11-14		State Board of Education on recommendation of State Supt. Board of Education.	Ten days' notice, copy of charges, public hearing.
Iowa	11-1-6-13-14	B	County Superintendent.	Appeal to State Superintendent. State Examining Board must review and affirm.
Kansas	1-14-10	B	State Board of Education, Board of Examiners, Teachers College.	
Kentucky	1-15-16-11-14		Superintendent of Public Instruction, State Board of Education.	Written charges, ten days' notice. Public hearing before State board of Educ.
Louisiana	11-1-17		State Board of Education.	
Maine	None	C	State Superintendent of Public Instruction	
Maryland	1-18-6-16-11-14		County Board of Educ. upon approval of State Supt.	Ten days' notice of hearing. Charges made in writing.
Massachusetts	33			
Michigan	10	A	State Supt., State Board of Examiners, Regents of U. of Mich.	
Minnesota	1-11-14-10-19		State Superintendent, County Supt., State Board on written complaint of local board.	Notice of charges, hearing before State board of education, its action is final.
Mississippi	8-1-13	A	County Superintendent	
Missouri	11-13-16-14-10		State Supt., County Supt., Board of Examiners of State U. Board of regents state normal	Ten days' notice of hearing. Appeal to court within 10 days.
Montana	11-1-8-20-14-22	B	State Board of Educational Examiners	Appeal within 30 days to State board. Hearing before State Board of Examiners.
Nebraska	11-1-8-13-14-22	B	State Superintendent of Public Instruction.	Notified of charges and given a hearing.
Nevada	1-3-9-33		State Board of Education.	
New Hampshire	10-24	D	Commissioner of Education.	
New Jersey	10-24	D	State Board of Education.	
New Mexico	11-1	B	State Board of Education.	Written notice and hearing.
New York	10-25	C	Commissioner of Education, District Supt., School Commissioner.	Written notice & hearing. Appeal Commissioner of Educ.
North Carolina	1-10		State Superintendent	
North Dakota	11-1-8-13-22-10-14	B	State Board of Examiners	Written notice and hearing.
Ohio	8-1-11-14-24-10		School Examiners, Director of Education.	Written notice and hearing. May have witnesses.
Oklahoma	26-27		County Superintendent.	If revoked by Co. Supt. may appeal to State Supt. if by letter appeal to State Bd.
Oregon	1-11-14-22-26		Authority which granted it on written complaint of Co. Supt.	May petition State Supt. to be reinstated after 1 year.
Pennsylvania	11-13-14-1-8		State Superintendent, Local Supt. if a provisional license.	Written notice and hearing.
Rhode Island	None	A	Board of Education.	
South Carolina	3-7-5		State Board of Education.	Use notice and hearing.
South Dakota	11-1-8-13-14-9-10	B	County Board of Education.	Appeal to State Board if revoked by County board.
Tennessee	3-12-14-1-29		State Superintendent of Public Instruction	
Texas	9-17-10	A	Commissioner of Education.	Written notice and hearing.
Utah	1-5		State Superintendent and authority which granted it.	Hearing. Appeal to State Supt. and State Board.
Vermont	1-5	A	State Board of Education.	
Virginia	10		Superintendent	
Washington	1-8-10-22-4-29-30		County Supt., State Supt., Faculty of State U., State College or Normal School.	Appeal to State Superintendent and to State Board of Education.
West Virginia	8-30-1-34-14	B	State Superintendent	Hearing after 10 days' notice.
Wisconsin	11-1	A	County Superintendent.	Written notice & hearing.
Wyoming	14-11-1		State Superintendent.	Appeal to State Supt.

(1) Immoral conduct; (2) Unbecoming behavior; (3) Indecent behavior; (4) Unprofessional conduct; (5) Evident unfitness to teach; (6) Sectarian instruction; (7) Profanity; (8) Intemperance; (9) Violation of laws of the State; (10) Breach of contract; (11) Incompetency; (12) Failure or lack of success in teaching; (13) Cruelty to pupils; (14) Negligence; (15) Misconduct in office; (16) Insubordination; (17) Unworthiness; (18) Dishonesty; (19) Tuberculosis or other communicable disease; (20) Physical disabilities; (21) Changing or altering certificate; (22) Crime against State laws; (23) Violation of rules and regulations of State Board of Education or State Superintendent governing teaching duties; (24) To act as sales agent of textbooks or supplies; (25) Refusal to teach hygiene and physiology as prescribed by law; (26) Teaching or inculcating disloyalty to U.S.; (27) Publicly reviling flag or system of U.S. Government; (28) Entering into illegal contract; (29) Failure to teach patriotism; (30) Failure to attend teachers' institutes; (31) False age report; (32) Untruthfulness; (33) No provisions for revocation; (34) Mental or moral defect.

(A) For Cause; (B) Causes Preventing Issuance of Certificate; (C) Good or Sufficient Causes; (D) Causes Prescribed by State Board of Education.

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

Revisions in School-Bond Indebtedness

THE suggestion has been made that the bonded indebtedness now resting upon school districts throughout the United States should be subjected to an adjustment whereby a lower interest rate might be exacted. The bond issues which bear various dates of maturity were based upon an interest rate, which was current when the money market was in a healthy condition. Since then the interest rate has declined materially, while the higher rate established some years ago must be met.

Whether the suggestion here made can be realized, in view of the legal problems involved, is extremely doubtful. A bond issue is a contract whereby the borrower agrees to a definite rate of interest for the use of a given sum of money and to pay both interest and principal when due.

The Federal Government has in the past recalled some of its obligations and issued in place of them bonds bearing a lower rate of interest. The same procedure has been engaged in by private corporations and a very few school districts. In each instance, however, the original bonds contained the reservation that the same could be recalled after a stipulated date. The suggestion to replace original school bonds by new issues bearing a lower interest rate gains some adherence when it is remembered that the value of money, or rather its purchasing power, has changed. Or, to put it in another way, labor and commodities command a lower return. The schoolworker, for instance, whose income has been subjected to a reduction, asks why the bondholder should not be subjected to a similar reduction.

The answer to this proposition, if any answer can be made at this time, must be that legal considerations will hinder an attempt to place the present school-bond issues upon a lower interest-bearing basis. Besides the tendency toward a higher wage and a better commodity price, and the threat of inflation, will negative the claim that the bondholder should accept a lower interest rate. In entering upon a deferred obligation in the nature of a bond issue, covering periods from five to thirty years, it will always be impossible to anticipate the value of money for each of the years involved in that issue. There will be unforeseen fluctuations.

The present situation suggests the advisability of greater conservatism in the timing and issuance of bonds, and closer attention to the pay-as-you-go method of financing capital outlays. Time devoted now in securing legislation that will compel better economic policies for school districts seems more usefully spent than wasteful attempts to break existing bond contracts.

Taxation and School-Administrative Units

THE subject of financing the public schools is being approached from various angles with a view of bringing to the surface the feasible and practical in the field of taxation. A group of educators, including John K. Norton, Harley L. Lutz, and William G. Carr, recently engaged in a radio conversation in which the subject of school finance came under serious consideration.

They emphasized the expediency of a diversified system of taxation. Such a system contemplates a personal income tax levied by each state on the income of its residents, a tax levied upon tangible property, and finally a business tax levied upon all business conducted within the state.

There is no longer any doubt as to the weakness of the property tax which has heretofore served as the basis for state and local taxation. While the exaction of a tax on tangible property cannot for

the present be abolished, it remains that the burden upon that class of values has been strained to the limit. The delinquencies have run mountain high. If anything the burden must be lessened.

In states where the property tax has been the sole means of producing revenue other sources of taxation will have to be discovered. And here it will be found that the first and most serviceable instrument to be employed is the income tax. The element of a doubt which has been expressed as to the efficiency of a state income tax has long been dispelled.

At this point, it should be stated that during the period of the Civil War and immediately thereafter a number of states resorted to the income tax as an emergency measure. In nearly all instances these income-tax laws were loosely framed and indifferently administered. The result was that the income-tax idea was decried as a failure. The hesitation of the Federal Government to adopt the income tax as a revenue producer only added to the unpopularity of the idea.

Today the Federal Government relies upon the income tax for its main support, and a number of states have demonstrated that the income tax can be made an equitable and adequate revenue-producing instrument.

While the question of an adequate revenue is vital, it follows, too, that economy in administration is equally important. Dr. Carr here says: "I would suggest that we have too many small school districts. You know there are about 127,000 school districts in the United States and practically all of them have authority to levy taxes. The United States has one school-board member for every two teachers, and Arkansas, Idaho, Kansas, Minnesota, Mississippi, and seven other states actually have more school-board trustees than teachers. Some states seem to get along very nicely with a few large units for school administration. Utah, with 85,000 square miles of territory, has only 40 school districts. Its neighbor state, Wyoming, with little more area, has 10 times as many school districts. Louisiana gets along with 66 school districts; while Oklahoma, less than 50 per cent larger in area, has 75 times as many school districts. Maryland has only 24 school districts, while Connecticut, with about half of Maryland's area, has seven times as many school districts."

But aside from the question of taxation and the elimination of the smaller unit of administration is the problem of constructive economy which must be observed in the general control of school affairs. On the one hand, there must be an effort to stop the leaks and waste, while on the other, schools must be kept on a high standard of efficiency and service.

Nonpartisan or Bipartisan School Boards

THERE has been a steady tendency during the past three decades to get away from the bipartisan composition of boards of education. Where the system has prevailed, some embarrassing situations have arisen. The partisan spirit has led to rivalry between Democrats and Republicans for supremacy or control, which in the end has not worked to the best interests of the school.

While the tendency, for some years, has been in the direction of the nonpartisan idea, there is here and there a distinct return to the old bipartisan method. The board of education of St. Louis, Missouri, by legislative act last year discarded the nonpartisan and adopted the bipartisan method. Obviously this was done to secure what was believed to be a more equitable representation of the party designation.

The St. Louis *Post-Dispatch* in commenting on the situation says: "There has been an abundance of haphazard talk for years about improving the caliber and efficiency of the board. While the community dallied, the politicians worked quietly, and last year the Democratic Legislature enacted an objectionable law to make the board bipartisan instead of nonpartisan. This will be effective in the next election, unless knocked out. It requires that at each biennial board election two Democrats and two Republicans shall be chosen.

"The board of 12 members, heretofore selected without open regard to politics, now consists of nine Republicans, a veteran Democrat and two Democrats chosen in last year's landslide. Any future

plan for a nonpartisan board should offer a safeguard against covert partisan control of elections.

"What is needed, primarily, is a strong, permanent organization of citizens, with high principles and intelligent guidance, representative of the community as a whole, to advocate changes in the method of picking the board, to inform voters on the qualifications or disqualifications of candidates, to bring out and support worthy candidates, and to maintain a year-in, year-out watch over the school system."

The weakness of the bipartisan system has been generally recognized. Even in communities where board-of-education members have been elected under party labels they have, in many instances, upon taking their seats discarded all partisanship. They were not there as Democrats or Republicans, but as public-spirited citizens determined to render service to the cause of popular education.

School-Board Authority in Suppressing Secret Societies

THE superintendent of a New England school system recently suspended eight girl pupils for belonging to a sorority. The suspension was made in compliance with a rule established by the board of education which forbids the high-school students to become members of a secret society.

The parents at once entered upon a vigorous protest, holding that the board of education had no authority over an organization which was maintained wholly outside of the school. The board, however, maintained that rules were made in the interest of a pupil constituency, and must be obeyed. Those who violated such a rule were subject to punishment. This idea was strictly adhered to. The case was then carried to the state supreme court for a decision. The school board was sustained.

The incident is not new. Secret societies are barred in most school systems by school-board regulation and by state laws. But every once in so often violations are recorded and punishment follows. The usual pro-and-con discussions follow, and the students, as well as press and public, finally yield to the authority which forbids secret societies among public-school student bodies.

The interesting question which is raised in connection with the New England case relates to the degrees of authority which may be exercised by a school-administrative body. There can be no question that a board of education is in full control over the activities carried on in and about a schoolhouse and upon the immediate premises.

But does the school-administrative authority extend beyond the school premises? Are the pupils in going from the home to the school, and upon their return subject to the disciplinary control of the school authorities?

The answer, based upon the court decisions of several states, is, in the main, in the affirmative. The theory here is that in order to promote the mental, moral, and physical welfare of the pupil, the disciplinary authority of the school extends beyond the school grounds. In traveling from school to home, pupils are not supposed to engage in conduct likely to injure the prestige of the school or to undermine the discipline it must uphold in the interest of the student body as a whole.

Another aspect of the problem is presented in an editorial by the *Boston Traveler*, when it says:

"Children have rights, among them the right to pick and choose their companions, even in school. But when youngsters in public school get together for the purpose of establishing a caste system, it is time to remind them that they are violating a principle of public education."

The subject has, in the past, been discussed in all its essential phases. The laws and rules forbidding secret societies in the schools emanate from the desire to maintain the spirit of democracy and to combat even the incipient gestures toward class and caste distinctions.

Pilferers in the Textbook Field

IN AN eastern city, the school authorities found much valuable material in a new textbook which was mimeographed in sufficient

numbers to supply whole classes, and thus obviate the purchase of additional books. The publisher who saw his property thus confiscated resorted to the courts for redress, and won his case.

The practice of copying pages from textbooks for the use of pupils is sufficiently widespread to warrant comment. While this is done in the interest of economy, rendering in instances the purchase of textbooks unnecessary, there is another side to the question. The publisher who invests his money in the production of books, employs and pays for author, printing, binding, and sales service is entitled to protection. He must pay for the labor, material, and writing talent which is involved in the making of a book.

In other words, the finished book represents an investment. The pilfering of the contents of the book not only impairs the investment but does an injustice to the author, printer, and binder. The publisher's profit may become a minor consideration as compared with the labor and material involved in the production of the book. To rob the publisher means also to rob the labor that ordinarily goes into the production of a book.

If the new order of things which the nation is anxious to bring about means anything, it means a more ethical approach to all the dealings in life. In this instance, it can only mean a proper respect for the contents of a book which represents the brainwork of the author and the labor of the various factors that enter into the production of books.

The laws covering the subject of copyrights as applied to printed material are not only quite explicit but they provide heavy penalties where violations are committed. The violations in the school field are unquestionably the results of thoughtlessness rather than deliberate wrongdoing. Where the subject is properly understood violations are less likely to occur.

It is evident that publishers have been somewhat reluctant to resist the abuses that have entered the textbook field, but it is equally apparent that there is a tendency to spot the violator and to bring him to justice. It is also reasonable to assume that ordinary caution will obviate the resort to harsher methods, and keep the school field free from unlawful acts.

Budgeting Small City School Systems

STATISTICIANS have established the fact that, while comparative data on income, expenditures, costs, and teaching personnel as applied to the larger centers of population are available, the records on cities having a population of less than 10,000 are meager and inadequate.

At the same time it is demonstrated that the small city school system forms an important part in the educational structure of the nation. There are 3,158 city school systems in the United States. Of this number 2,157, or 68 per cent, are in cities of 2,500 to 10,000 population.

In discussing the small city school system Lester B. Herlihy, a statistician in the United States Office of Education, says: "One outstanding fact is that the smaller cities spend about one-fourth less per pupil in average daily attendance than do the larger cities. Small cities, moreover, in the first two years of the depression decreased their expenditures more than the large cities.

"Smaller cities spend nearly the same percentage of their income for instruction as do larger cities. But when we turn to actual cost per pupil, great differences are found: Large cities expended last year \$80.52 for instruction per pupil in average daily attendance while the figures for the two groups of smaller cities are \$55.85 and \$50.93, respectively." Mr. Herlihy presents comparative figures on per-pupil costs, personnel, and attendance in the public day schools of the smaller cities, accompanying them with brief discussions upon them.

The school administrator of the small city who is intrusted with budgetmaking should, as has he of the larger center of population, have at his disposal comparative figures on every phase of school administrative costs. The reasonableness of a budget must be demonstrated if it is to prove acceptable. The trends of common practice in the school field as well as the consideration of certain fundamentals must be recognized in the drafting of a sound budget.

Helping the Teacher at Work

Superintendent Everett C. Hirsch, Wausau, Wisconsin

In a special letter to clients dated January 22, 1934, the eminent statistician, Roger W. Babson, says, "Even today the safest and most profitable investment is in education."

The first professional objective of every superintendent of schools who wishes to justify the above statement must be the improvement of classroom procedures. It is now universally recognized that the classroom teacher is probably the most important factor in the entire educational structure. Buildings may be modern and sanitary in every respect, equipment may be up-to-date and the best that money can buy, textbooks may be well selected and contain the finest organized thought available upon a subject, the supervisory force may be skillful in its technique and professionally minded, but unless the classroom teacher is alert, progressive, interested, and conscientious the work of the school system will not reach its highest possibilities. It must, therefore, be the objective of every forward-looking superintendent to build up the morale of the classroom teachers, to improve their methods of instruction, and, in fact, to promote growth and service at every point and from every angle possible.

This article is merely a brief summarization of a practical method of helping the teacher at work which has had some success in a small school system. It is recognized that the devices herein described would not be applicable in many cases to the large city system, nor could all of them be used in the very small system, but most of them are applicable to school systems in cities of from four to ten thousand and, after all, such systems are numerous. In such a school system, the responsibility for organization and government in the high school usually is vested in a regular principal, but there are no grade supervisors, and this duty is one which the superintendent himself is expected to perform. It is obvious that the superintendent of schools in such a city, where he is expected to maintain general contacts with the board of education, with at least one service club, with other organizations in the city, and with the public at large, besides purchasing supplies, selecting teachers, overseeing athletics, and the thousand and one other duties which fall to the lot of this municipal stock-absorber, cannot supervise classroom instruction as thoroughly and as often as he should.

Teachers' Meetings

The superintendent who has had some experience will, however, have learned to systematize his work and will recognize that many devices may be employed which, although widely differing from each other, have a common purpose, namely, the improvement of classroom work. One of the most important of such devices is the *Teachers' Meeting*. Teachers' meetings may be of two kinds, general and group. The general meeting will probably not be called more than a few times during the year, and only when matters of grave importance come up which concern all members of the force. Such matters might include the general course to be pursued following a request for a "voluntary" contribution of salary, or questions of broad educational policy. Group meetings, on the other hand, should be scheduled at regular intervals of, say once or twice a month, and may include the high-school teachers in one group and all of the elementary teachers in another, or, where the numbers are sufficient to warrant it, the teachers of various subjects or grades in either a high-school or elementary group, respectively. In these meetings, definite topics which require study may be selected for consideration during the year, special problems worked out, instructions given, and certain supplies distributed. The superintendent or principal may also call for reports on conventions, etc., but he should not occupy the limelight any more than is necessary. A teachers' meeting should be truly a *teachers'* meeting, rather than one called simply to give instructions.

The writer is not enthusiastic about demonstration lessons given before such a group, because usually the results are not satisfactory. This is due to the fact that the environment is strange to the

children, the exercise is held after regular hours, and both teachers and pupils are under a strain.

Another type of meeting is the *building meeting*. This includes a get-together of all teachers in any one building. The building principal should, as a rule, have charge of this meeting which must necessarily deal more or less with routine matters, such as the supervision of playgrounds during recreation periods; instructions for economy in the use of supplies, in the consumption of current, etc.; instructions regarding temperatures and shade adjustments; organization regulations, and projects particularly affecting the building. The so-called *section meeting* includes all teachers of the same subjects or grades. Such a meeting should be devoted mainly to discussion of the work of the subject or grade. This includes the outlining of objectives to be reached, material to be used, and a general unification of the work so that too wide a variation does not occur in various buildings or sections due to teachers stressing or failing to stress certain phases of the work.

Lesson Plans and Examinations

Another device which is valuable in promoting growth in service is the *Writing of Plans*. The wise superintendent will not require long, involved, and detailed plans, but he will require a plan which compels thought on the part of the teacher, and careful organization of the work. The plan of a week's work in either high school or elementary school need not exceed more than two standard 8½ by 11-in. pages. This is the page size of the ordinary plan book, of which there are at least two or three excellent ones on the market. The

be elastic enough to allow for variations in case unforeseen circumstances arise which necessitate changes.

Another opportunity for helping the teacher at work is in the organization and formulation of *Examination Questions*. The old essay type of examination has been pretty much discontinued in most schools. It had certain merits, but investigation after investigation has proved that ranks awarded on the basis of the essay type of examination are unreliable due to individual differences of scorers or even to difference in moods of an individual scorer. On the other hand, the purely objective type of examination can easily become a lifeless and mechanical device, testing only for facts. It is the supervisor's duty to help teachers in the organization of examination questions, and these questions should not only test information but discrimination, judgment, and facility and accuracy of expression as well. The adage, "Be not the first by whom the new is tried, nor yet the last to cast the old aside" applies particularly well to educational procedure. It is a good plan to require teachers to familiarize themselves with a few of the recent books on objective or new type examinations.

Checking Classroom Visits

The alert supervisor can best help teachers with individual problems during his periods of *Classroom Visits*. Frequently, he is submerged in a mass of details and unexpected tasks are constantly being thrust upon him. However, as much time as possible should be devoted to direct *classroom supervision*. The procedure here can be systematized so that a minimum of time is wasted. The writer has found it advisable to carry a loose-leaf notebook containing fillers 3¼ by 6⅞ in. in size. In this notebook is a copy of each teacher's program as shown in the accompanying illustration (Fig. 1).

TEACHER'S DAILY PROGRAM				SUPERVISOR'S STATEMENT		SUPERVISION RECORD			
TEACHER		GRADE		Date	Building	Date	Teacher	Class	Rating
TIME	RECITATION	STUDY	MIN.	Teacher	Grade				
				Class	Plane				
				Government					
				Type of Class Session					
				Attitude	Teacher				
					Pupil				
				Observations and Suggestions					

work of each day in each subject should include the following:

1. A statement of the objective of the lesson.
2. An indication of the method which will be used.
3. The assignment for the next lesson.

Of course, the formulation of the *objective* is the most important part of any plan and requires the most thought on the part of the teacher. It is obvious that unless work is carefully planned with some definite objective in mind, it cannot be skillfully taught. If the objective is hazy, the work will not be clear-cut and progressive. If work is worth doing at all, it is worth while to plan it. The objective for each day is, of course, simply a small part of the larger objective of the unit, just as the unit objectives combined make up the final objective for the semester or year as the case may be. The *method* indicated will also vary from day to day, depending on the nature of the work and the objective to be reached. The *assignment* is properly included in the plan because it is an important part of every lesson. The reasons for the requirement of written plans may be briefly stated thus:

1. It forces the teacher to organize her thinking about the work.
2. It enables the teacher to devote a fair proportion of her time to the various phases of the work.
3. It permits the supervisor at a glance to grasp what is being done and allows him to check upon it without disturbing the class session.
4. It is a life-saver when the teacher is suddenly called away from her work and a substitute called in.

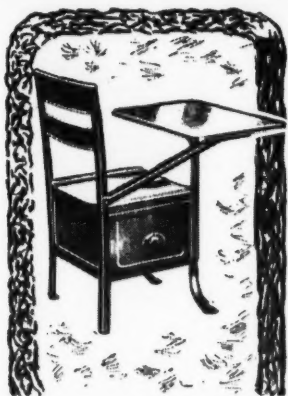
The organization of the right type of plans carefully supervised is one of the most effective devices for growth in classroom work. All plans should be completed by Monday morning of the week during which they are to be used and should

It will be noted that this provides a standardized form which permits writing in the name of the teacher and grade and includes the time schedule, recitation and study periods, and time allotment for each subject. By referring to the program, the supervisor is enabled to tell at a glance what classes are in session at any particular time. This device is of value in planning a systematic supervision schedule. A supply of blanks of the same size providing for the written statement of the supervisor to the teacher should also be carried in the notebook. The form used is shown in Figure 2.

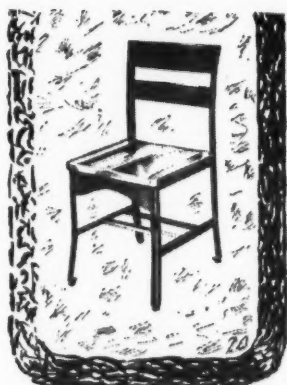
It will be noted that this blank provides headings for essential data to be recorded rapidly and then has ample space upon which the supervisor may write his observations and suggestions concerning the specific class visited. "Government" is considered a better term than "discipline" because it is broader in scope and smacks less of the old-school ideal of the imposition of authority. "Class session" is a term used instead of "recitation." The name "recitation" can be properly applied to but one type of class exercise. The progressive school has long since abandoned reliance upon mere rec-i-ta-tion, and class session may include any type of exercise from objective or demonstration work to a written test. The written statement should be left with the teacher, and should include upon it an appointment for a personal interview with the supervisor if that is deemed necessary. In addition to these devices, a supervision record such as is shown in Figure 3 is convenient for the supervisor's own information.

This record provides space for the listing of the pertinent facts of any one visit. By means of these blanks the supervisor can at any time during the school year refer to previous ratings given a teacher, compare ratings given at various times, and determine what progress or growth has

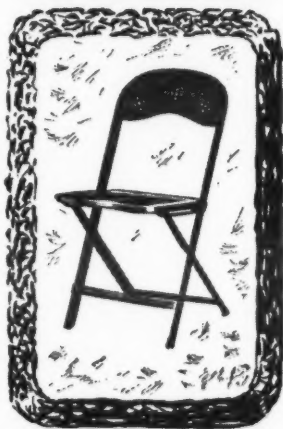
(Concluded on Page 66)



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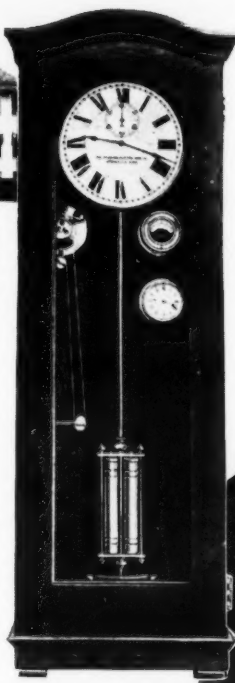
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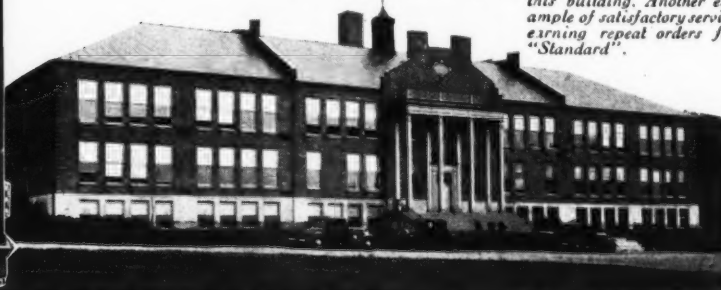


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REFORM OF SCHOOL ADMINISTRATION RECOMMENDED

The reform of school administration and a redistribution of powers is recommended in the final report of the Commission on Social Studies of the American Historical Association. The report recently made public in New York City says that, "owing to the growing magnitude and complexity of the educational enterprise, as already observed, competent administration and supervision are becoming more and more indispensable to the efficient operation of a modern school system."

"Throughout the nineteenth century and especially in the formative period of American education, the men occupying the major administrative posts in public education were preëminently social philosophers and statesmen, trained in the democratic individualist school of thought; but during the opening years of the twentieth century with the rapid growth of enrollment this function of social leadership was too largely submerged in the accounting, technical, and engineering aspects of administration."

"The emergence of an integrated society and the appearance of the severe tensions characteristic of an age in transition are again demanding the highest social and educational leadership and are requiring that the mechanics of administration be dropped to its proper and subordinate position in the work of the administrator."

"Important as these technical and engineering functions of administration are, they are entirely secondary to the supreme function of educational leadership. This is axiomatic at all times; but in an age like the present, it is peculiarly of the essence of the problem of administration."

"In the steadily integrating social order of the present and the future, if education is to be given competent and relevant direction, the emphasis in the professional education of the administrator must be laid again on social science, social philosophy, and statecraft."

In discussing the constitution of school boards the report says: "If the teacher is to achieve these conditions of improved status and thus free the school from the domination of special interests and convert it into a truly enlightening force in society, there must be a redistribution of power in the general conduct of education—the board of education will have to be made more representative, the administration of the school will have to be conceived more broadly, and the teaching profession as a whole will have to organize, de-

velop a theory of its social function, and create certain instrumentalities indispensable to the realization of its aims."

"The ordinary board of education in the United States, with the exception of the rural district board, is composed for the most part of business and professional men; the ordinary rural district board is composed almost together of landholders. In the former case the board is not fully representative of the supporting population and thus tends to impose upon the school the social ideas of a special class; in both instances its membership is apt to be peculiarly rooted in the economic individualism of the nineteenth century."

"If the board of education is to support a school program conceived in terms of the general welfare and adjusted to the needs of an epoch marked by transition to some form of socialized economy, it should include in its membership adequate representation of points of view other than those of private business."

"With the expansion of education and the growth of large school systems, involving the coordination of the efforts of tens, hundreds, and even thousands of professional workers and the expenditure of vast sums of money on grounds, buildings, and equipment, the function of administration has become increasingly important and indispensable. The public interest demands the efficient and economical operation of the schools; the release of the teacher from time-and-energy-consuming drudgery requires competent administrative and supervisory leadership."

"At present, however, this leadership centers its attention too often on the material and mechanical aspects of the educational enterprise. According to the conception here advanced, the creation of a smoothly running educational mechanism should be wholly instrumental to the improvement of teaching and the growth of the teacher as an informed, cultivated, well-poised, socially sensitive, and individualized personality—the central purpose of school administration."

THE NATIONAL SCHOOLMART AND SCHOOLVIEW

Leading figures in the industries embracing school-building materials, equipment, supplies, and services will participate in a unique large-scale merchandising project to be presented at the National Schoolmart and Schoolview in New York City this summer. This project will be held in the Port Authority Commerce Building, from August 15 to 24, inclusive.

The "school view" will consist of a series of ses-

sions participated in by outstanding authorities in a wide range of activities pertinent to the maintenance, equipment, and physical progress of schools. The "schoolmart" will be linked intimately with the "schoolview" sessions, presenting in tangible form the equipment, machinery, supplies, and services that are vital to the school system.

The exhibits will cover such important fields as construction materials, architectural products, air-conditioning apparatus, heating systems and devices, auditing systems, health and physical education apparatus, library equipment, motion- and sound-picture apparatus, typewriters and business machines, art and music equipment, cleaning supplies and equipment, school furniture, laboratory apparatus, home-economics equipment, lighting systems, radio apparatus, electrical equipment, playground equipment, and bus-transportation equipment.

Approximately 125 firms, representing important phases in the provision of equipment, supplies, and services to the nation's schools, will participate in the schoolmart exposition. A number of firms will present new items of interest to schools. Among these are The Stromberg-Carlson Telephone Mfg. Company, Deskor Chair Scales Corporation, and the International Projector Corporation.

The National Schoolmart and Schoolview is sponsored by the National Association of Public-School Business Officials, of which Joseph Miller, Jr., secretary of the New York City board of education, is president. A National Advisory Committee of Citizens, comprising outstanding figures in the business, educational, and public life, is also supporting the project.

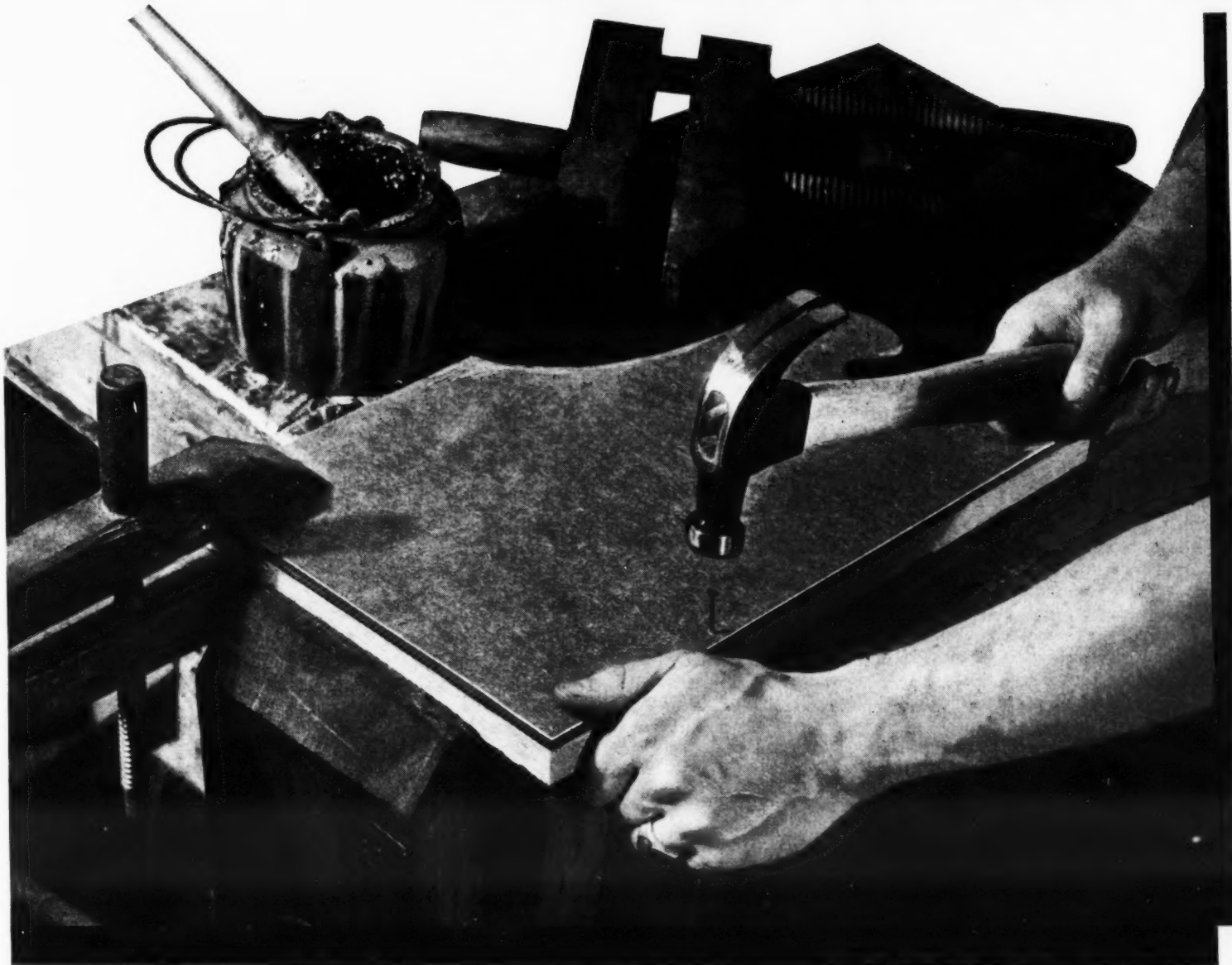
NEW YORK STATE SCHOOL BOARDS MEET AT SYRACUSE

Preparations are being completed for the annual meeting of the New York State School Boards Association, to be held October 29-30, in the Hotel Syracuse, Syracuse, N. Y.

Information concerning the meeting and speakers may be obtained by writing to Mr. W. A. Clifford, executive secretary, 44 South Third Avenue, Mt. Vernon, N. Y.

♦ Attorney General J. E. Finnegan, of the State of Wisconsin, in a recent opinion, has ruled that the sale of supplies to a village high-school board by the village president does not constitute a violation of Section 348.28 of the Wisconsin laws. The opinion was given to the district attorney of Waupaca county.

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Reference Books in Modern Classroom Teaching

Prof. Henry J. Otto, School of Education, Northwestern University

Much has been written in criticism of conventional methods of teaching. The shortcomings of the ways in which certain phases of the school curriculum, particularly the social studies, have been taught have been rehearsed at great length in professional literature. In an endeavor to correct the apparent weaknesses and inadequacies of instruction, classroom teachers and other students of education have developed a variety of techniques of teaching or ways of handling and presenting subject matter which for present purposes may be called "the newer methods." The exact character of these "newer methods" differs materially from teacher to teacher and from school to school. In general, however, one may recognize such elements as "units of work," "centers of interest," "purposeful activities," construction, excursion, and other types of "projects," longer units culminating in dramatizations, debates, dialogues, and auditorium programs, socialized recitations, and pupil responsibility and cooperation.

Although the exact character of the newer methods of teaching, particularly in the social-science field, will differ somewhat from teacher to teacher, there are certain features which seem to be more or less common to the new procedures. Also, it appears that the newer teaching techniques call forth types of pupil activities which make an ample supply of classroom reference material an indispensable aid to teaching and hence an essential feature of classroom equipment. It is the purpose of this article to select some of these common elements of the newer methods of teaching and to show how reference books in the classroom will facilitate their successful application.

Larger Units of Work Encompass Varied Activities

One of the essential characteristics of modern methods of teaching is that they provide for varied endeavors which make for the physical, intellectual, constructional, and esthetic development of children. Each unit of work usually stresses one or more of these interests. In a study of pottery undertaken by one group of pupils the teacher found frequent occasion to emphasize the esthetic elements through the appreciation of beauty of form, color, and shapes of pottery, the beauty and suitability in the arrangement of flowers, and the amount of care and effort that is required to produce a worthy product from clay. A well-chosen set of reference books will render many useful services in helping the teacher to attain the above objective. The encyclopedia presents historical aspects of pottery making, pictures of noted pieces of pottery from all parts of the world, the steps in the manufacture of various types of pottery, and the manufacture and distribution of clay products in the various countries of the world. Other phases of the unit upon which helpful information was obtained from the reference set are: present and past routes of commerce and trade, involving a study of places on the map from which various pieces of pottery come and the routes by which pottery reaches this country; interests in science relating to the breakage and shrinkage of vases in firing and the formation of clay beds; and interests in geography pertaining to the conditions which lead certain countries to become makers of pottery and the reasons why a few countries make most of the pottery used in the world. As the study of the unit progressed, some clay was ob-

tained and the pupils tried their manual dexterities by molding objects. Here again the description of the steps in the manufacture of clay products in the reference set gave many helpful cues.

Larger Units Encompass Various Fields of Subject Matter

When the social-science curriculum is organized in a series of units centering around significant historical or current problems relating to the efforts of man in the progress of civilization, the content is likely to be drawn from several of the major fields of human achievement. The materials of instruction should be rich in intellectual content and should open to the child such fields of knowledge as science, history, geography, art, and literature, and should help the pupil to understand their relationship to his present social environment. The interrelationship of historical and current aspects of several fields of subject matter in the study of a unit may be illustrated by the study of boats which has been undertaken by large numbers of classes in different school grades. During the progress of the unit on boats children usually investigate the various kinds of ships in use today and thus have contact with the application of scientific invention and construction to modern social needs. They may also investigate the evolution of the boat, a study rich in historical associations. Likewise, pupils may study the contributions which boats have made to our modern life, thus making contact with important economic and social problems which will aid them in understanding better their own environment. Pupils usually enter appreciatively into a new world of literature and art through their enjoyment of pictures, poems, and other expressions of beauty inherent in a study of boats. A teacher who realizes fully at the outset the purposes of the unit on boats can lead her children into the development of contacts with many important phases of human endeavor.

The essential point of this discussion is to emphasize the helpfulness of a classroom encyclopedia in carrying on a unit of the type described above. There are few available books in which the related fields of human knowledge are assembled in a single volume and are presented in as interrelated a fashion, as in some of the best modern encyclopedias for children.

A mere reference to boats and ships in the index suggests the variety of topics and types of treatment usually found in reference sets. Various types of boats, from the crude raft of logs tied with rawhide and the Eskimo kayak to the modern ships, are pictured and described. Types of water transportation from all parts of the world are portrayed. Invariably the discussion is surcharged with the part boats and water transportation have played in the development of modern civilization. When man first conquered the waters he took a step comparable to that taken thousands of years later when he mastered the air. Thus there is portrayed science, invention, trade, geography, history, and art. As reference sets are usually organized, the information is distributed under several headings and is found in several of the volumes so that a number of children may be occupied in securing supplementary information.

Methods Furnish Opportunities for Endeavor

That the all-round development of the child may be encouraged, current teaching procedures endeavor to provide a variety of activities. Such diversification of pupil experiences creates many occasions for adapting instruction to individual differences. Particular pupils may be permitted to explore aspects of the unit which represent specialized interests or abilities. How this variety of activities may be obtained may be illustrated by reference to the above-named unit on boats. If the school happens to be located near a river or seaboard, the children may be taken to the docks to see real ships and boats. If the school is not so situated, pictures and drawings of ships and boats may be used. After observing a variety of types, children may engage in drawing their own pictures. Other activities which usually develop are: building boats; writing stories and poems about boats; writing to steamship companies for information and illustrative material; enjoying pictures and stories about boats; examining the facilities and types of services offered by passenger and freight ships; solving problems which arise with reference to the best types of wood adapted for use in building boats; the sources of the wood; why steel ships float; the trade and passenger routes followed by steamship lines; forecasting the time of arrival of ships in various ports if the time of leaving a given port is known; and the progress which has been made in the building of boats.

There are many ways in which a reference set in the classroom will be helpful to the teacher and to the pupils. From the initial observation of pictures of boats and the listing of the various types of boats and ships to the final wind-up of the unit which might consist of a dramatization of the history of water transportation and the part which water transportation has played in the progress of civilization, the classroom encyclopedia will be in constant use. Diversified activities and the recognition of individual differences among pupils will be enhanced through the availability and use of a classroom reference set. As various pupils or groups of pupils work upon special topics or select phases of the unit the different volumes of the encyclopedia are available to supplement the material in the class texts.

Units Should Stimulate Interests to Other Profitable Activities

It is commonly recognized that a high type of classroom teaching develops many interests on the part of children. In fact, motivated learning is not likely to be on a high level unless pupil interests are stimulated and held at a desirable pitch. Also, good teaching provides a continuity of interests so that succeeding units of work



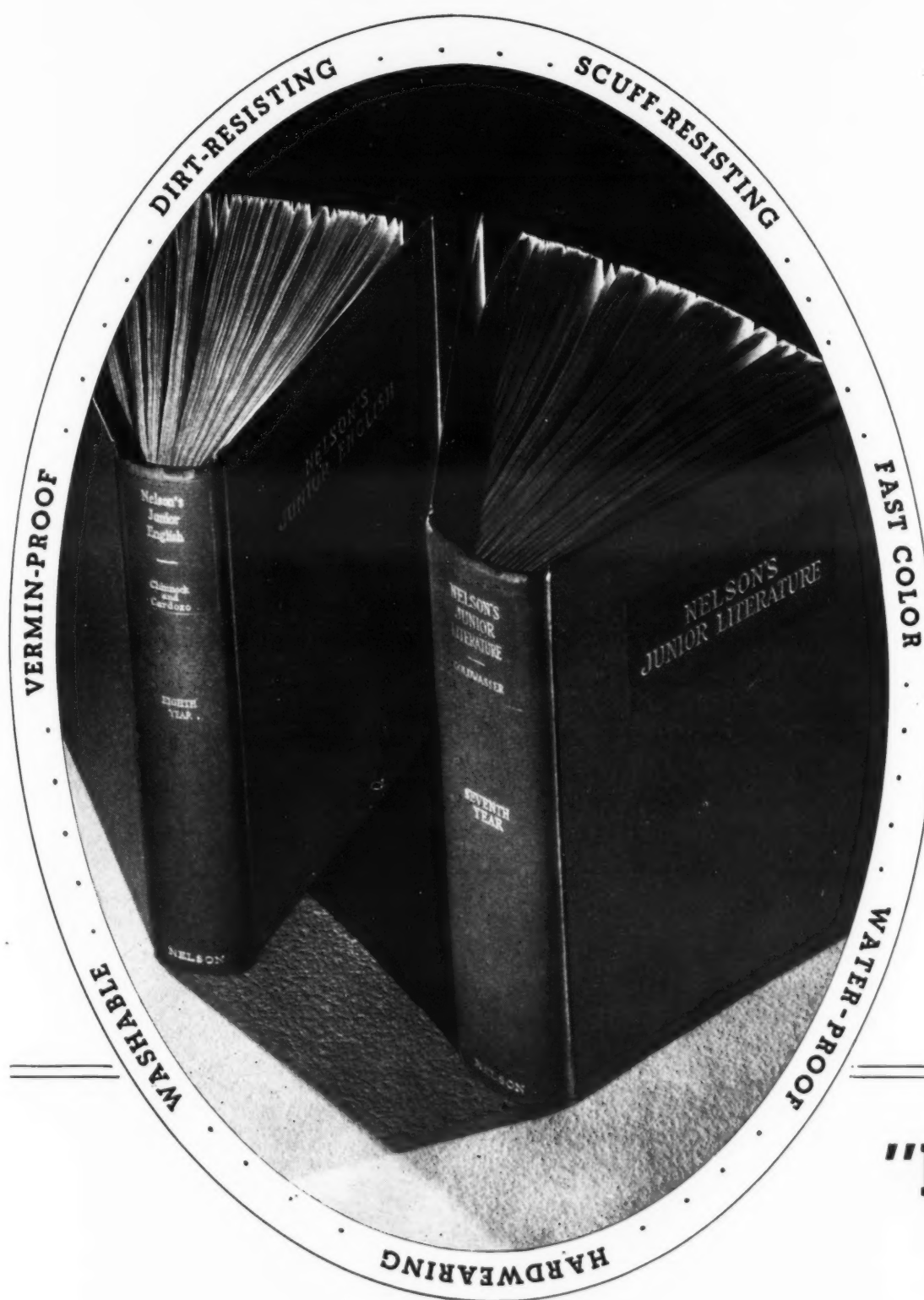
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(Continued on Page 49)

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PUBLIC RECREATION FACILITIES IN THE UNITED STATES

The number and use of public recreation facilities in 1,036 cities of the United States greatly increased in 1933, despite decreased appropriations, according to a report of the National Recreation Association. The increase in use was caused in part by the added public demand for activities due to unemployment and more leisure under the industrial codes.

Outdoor playgrounds, according to the report, reached 7,434 in 1933, as compared with 6,990 in 1932. Indoor recreation centers totaled 3,702. The number of new areas and centers opened during the year was 551.

A 75 per cent increase in participation in recreation buildings was reported, as compared with 1932, although the number of buildings in use remained practically the same. School buildings and other indoor recreation centers were reported to have been more widely used than formerly.

Of 1,036 cities studied, 977 reported recreation financed in whole or in part from the usual tax sources, while 59 were financed entirely from emergency funds. The greatest use of emergency funds for recreation was made since January 1, 1934, and was not reported.

The total average daily summer attendance of participants in 494 cities was in excess of 1,436,000. Among the activities engaged in were tennis, playground ball, baseball, basketball, arts and crafts, volleyball, folk dancing, tobogganing, and horseshoe pitching.

RULES GOVERNING ATHLETIC FIELDS

The board of education of Minneapolis, Minn., has adopted a report of the Committee on Athletic Fields with recommendations for the operation, conduct, and use of athletic fields and play fields. The recommendations are as follows:

1. The board of education shall assume the responsibility for the maintenance and upkeep of all football fields, baseball diamonds, track and other play fields without expense to the schools.

2. All gate admissions, including those for pre-season and post-season games or contests, must be collected and sent to the board-of-education finance department, to be pooled and redistributed equally at the end of the school year, to the eight high schools.

3. All athletic fields shall be maintained by the schools in a separate fund, and shall be used only in the interests of athletics, intramural for boys and girls, and interscholastic. Any other use must be approved by

the athletic committee of the board and the director of athletics.

4. The high-school principals must submit an outline of their equipment requirements to the chairman of the committee on supplies. Informal bids for equipment shall be invited for comparison with individual purchases by schools.

5. It shall be the policy of the board that bonus payments to football coaches and their services be equalized.

REPAIR AND COVERING OF TEXTBOOKS

Supt. L. W. Feik, of Sioux City, Iowa, recently issued instructions to the several principals calling for inventories of all textbooks in the possession of the local schools. He also issued timely instructions on the repair and covering of schoolbooks as follows:

A. Elementary Schools

1. All texts and library books will be lacquered by the "book-repair crew."

2. Books belonging to school district will be repaired—if books suitable for use need repair.

3. All books should be collected by floors and placed in a central location, or, all books may be left in the regular classrooms, provided the books are suitably arranged and proper provisions made for restorage in the rooms. Books left in the rooms should be protected from dust and grit by some sort of cover or left in cupboards.

4. Principals or teachers should check books to discover those in which pages are missing. These defective books should be set aside with slips inserted showing missing page numbers.

5. All discarding of texts will be done by members of the book-repair crew.

6. No textbooks shall be destroyed or otherwise disposed of except on express orders from the superintendent of schools.

7. Books discarded will be listed and a copy of the list sent to the office of the superintendent of schools.

8. An inventory of all library books will be made by the book-repair crew and a copy thereof sent to the administrative offices.

9. The building textbook inventory should be left available for the use of the book-repair crew.

10. Any special directions pertinent to conditions in a particular building should be made in writing and left with the building textbook inventory.

B. Junior and Senior High Schools

1. All texts will be covered by pupils at the beginning of school in September.

2. All texts needing repair will be cared for by the book-repair crew.

3. All texts should be placed in the regular bookroom.

4. Books with missing pages should be set aside, properly labeled, and a slip indicating the missing page numbers inserted in all such defective books.

5. All discarding of texts will be done by members of the book-repair crew.

6. No textbooks shall be destroyed or otherwise disposed of except on express orders from the superintendent of schools.

7. All books discarded will be listed and a copy of the list sent to the office of the superintendent of schools.

8. Library books needing repairs should be sent to the regular building bookroom.

9. The building textbook inventory should be left available for the use of the book-repair crew.

LITCHFIELD SCHOOLS REPORT FINANCIAL IMPROVEMENT

The school board at Litchfield, Minnesota, has reported a substantial improvement in the financial situation of the schools as a result of a change in organization and new economic practices. It has been possible to cut school taxes and to reduce the tax levy, while at the same time increasing the educational opportunities of the school children.

In 1930, the school district of Litchfield bonded itself for \$225,000 to erect a new building. At the same time, necessary equipment and supplies made it necessary to accumulate a floating debt of \$24,000. Since 1931, this floating debt has been paid off and the tax levy has been reduced from \$60,000 in 1930, to \$32,000 in 1933. The tax rate was reduced from 49 mills to about 37 mills, while the valuation of the district was decreased by 20 per cent. There is now a cash balance of \$21,000 in the school treasury.

While the financial burden of the schools to the taxpayer has rapidly decreased, the school enrollment and educational program of the school have increased. The enrollment in the four years of the high school increased from 270 to 600 and five teachers were added to the faculty. The special departments reported that their enrollment had more than doubled, while a program of extra activities was established, and a junior-high-school program was organized. Provision was made for improved pupil guidance by teachers, for greater emphasis upon pupil training for citizenship, for homeroom periods, and for definite assembly programs. The teaching load for ninth-grade pupils was increased, and classroom periods were extended in length from 45 to 60 minutes. The time devoted to industrial arts and home economics has been doubled in the seventh and eighth grades, and full-time directors have been employed for music and library work.

The additions and retrenchments were effected without reducing teachers' salaries more than 15 per cent during the entire period of the depression, and some Transportation facilities are furnished by individuals and individual districts throughout the county so that there are now nine bus lines bringing nonresident pupils to the high school.



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(Continued from Page 46)

may develop logically out of preceding ones. The character of the material read by pupils plays an important part in establishing and maintaining interests and in arousing new ones. There are few types of material which are as suggestive in the variety and character of topics as some of the newer encyclopedias for children. Written in an interesting style and on the child's level, with a multiplicity of charts, diagrams, pictures, and colored plates, the classroom reference set can do much to arouse interest, stimulate diversified reading, and to promote the integral continuity of units of work.

Extension of Knowledges and Skills Essential

There are few exponents of modern educational theories who do not believe firmly in the importance of developing in children the basic knowledges, skills, and abilities which are essential to successful participation in modern society. Hence, teaching procedures must be shaped to provide for this basic training. Classroom reference materials can provide a wealth of concrete information about our social heritage which the average pupil-text cannot include.

The length of time that the average individual can attend school is not sufficient to give him the complete education he will need. Also, education is a continuous process from birth to the end of one's career, and the intelligent person is continuously reading, studying, looking up information, and extending his knowledge. In view of these facts the school assumes it to be one of its obligations to stimulate in children intellectual curiosity and to equip them with the skills needed for the successful pursuit of intellectual interests. Classroom encyclopedias for children provide a wealth of factual information and a variety of topics which is as broad as the fields of human knowledge. If ref-

erence sets are conveniently available in each classroom, children will have frequent opportunity to make contact with the various fields of knowledge; and, if the teacher realizes her opportunity, she will make it a point to plan her teaching so pupils will be expected to consult the reference materials. If this is done, pupils will learn the sources to which they may go for information, they will develop the *habit* of going to sources when accurate and authentic information is needed, and they will also acquire the basic work-type reading skills, such as the selection of proper sources, the use of the index and table of contents, and the use of a card catalog, which a person needs if he is to be successful in his search for information. In brief, continuous use of reference materials in school is one of the best ways of equipping the child with the attitudes and the tools needed to continue his education in the after-school years.

Development of Habit of Critical Thinking a School Function

There has perhaps never been a period in the history of civilization when the ability of every citizen to do critical thinking was as important as now. At every turn people are confronted with issues and problems which require the collection and critical analysis of facts and evidence. That persons upon leaving school may have developed habits and techniques of analytical thinking, teachers throughout the grades should help children to recognize problems, to find, select, and reject evidence bearing upon these problems, to weigh this evidence, to draw conclusions, to render judgments, and to test their conclusions. To do this, children must be given frequent opportunity to scrutinize data and to array them in proper relationships so that valid deductions may be made. But to do this, ample and adequate facts must be available, and where can one find as large a supply of conveniently available facts, written in lan-

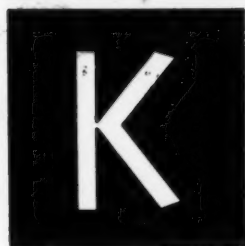
guage children can understand, as in classroom encyclopedias?

Treatment of Current Problems Essential

Progressive educators everywhere are urging the intensive treatment of problems facing us today. Particularly is this true in the social-science field. Frequently classroom consideration of current social, political, and economic issues requires the selection of material from many subject fields and dealing with everything from medieval guilds to the Federal Reserve System. Questions such as the following are among those treated: Does the high-wage scale go hand in hand with prosperity? To what extent are new industries absorbing labor displaced by the machine? How does America spend its vast income? How big a slice of the family dollar goes for food? shelter? clothing? luxuries? Up-to-date information on current topics is frequently hard to provide through textbooks because of the length of time the same book is in use in the school. This difficulty can be partially overcome by the use of modern encyclopedias. A number of the reference sets for children have been kept up to date in an astonishing manner. Some series provide annual supplements which may be secured at nominal charge.

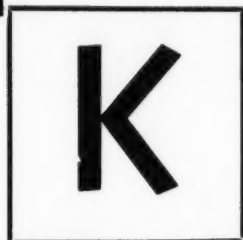
Reference Sets as Teacher's Aids

Obviously, in a review of classroom uses of any material, attention is centered largely upon the ways in which the material will facilitate the education of the child. The teacher, however, should not be entirely overlooked, for items which will help the teacher will also, at least indirectly, improve the learning situation for her pupils. There are a number of ways in which the newer types of encyclopedias for children give distinctive aids to the teacher. The materials in reference sets emphasize the social point of view, which, incidentally, coincides with emphases in current professional literature. Study guides are usually distributed at the end



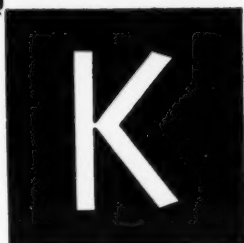
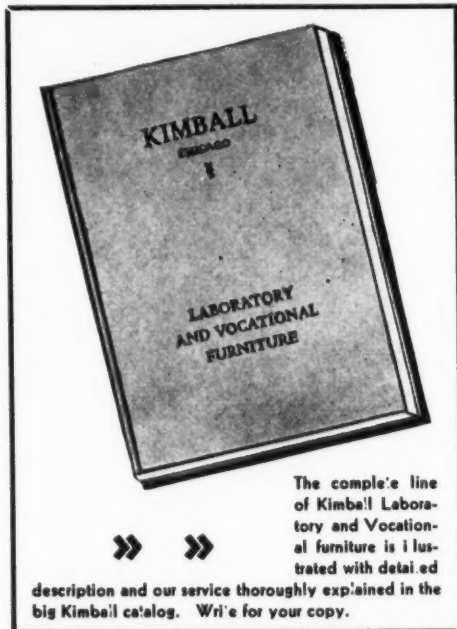
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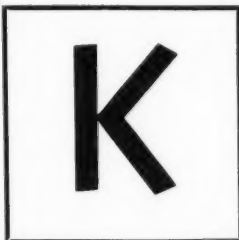


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of topics throughout the set so that teachers may secure suggestions from them and so pupils may see the problems in larger perspective. Frequently these study guides are supplemented with topics for special reports.

A reference set placed in the classroom may also enable pupils and teacher to answer questions instantly when they arise and to utilize in the classroom, when interest is at its height, the textbook references to children's encyclopedias which are appearing profusely in the majority of the new textbooks. As indicated previously, reference materials may help the teacher to arouse interests and to maintain those interests throughout the course. This in itself is a desirable teaching aid. Through the extensive use of graphic and pictorial content the more difficult and complicated phases of the subjects may be clarified. The great variety of material available makes it easier to find topics which will give backward pupils opportunities to make valuable contributions to the class, thus encouraging the social adjustment and the mental health of slow pupils and incidentally giving many occasions for adapting the work to the varying abilities of pupils within the class group. All told, reference sets for children can render sufficient service in the daily routine of classroom instruction to warrant placing a complete set in every classroom. At the present time, financial embarrassments may prevent such generosity in supplementary instructional materials, but a complete reference set in every classroom or group of rooms is a desirable goal toward which to work.

Teachers' Salaries

♦ Chicago, Ill. The board of education has made application to the Federal Government for a loan of \$25,447,240, through the RFC, to be used for the payment of back salaries of teachers in the schools. The

school board has prepared a list of certain school property which may be used as collateral for the loan.

♦ Fall River, Mass. The local teachers' association has taken steps to obtain an adequate adjustment of salaries in the fall. The teachers contend that some members of the staff employed in the past few years are receiving higher salaries than some who started in the school five and ten years ago. The movement was begun in the spring but was dropped during the summer months.

♦ Cambridge, Mass. While a 15 per cent salary cut was put into effect in all of the departments of the city government, city teachers received their usual pay. The salaries of the school department are under the jurisdiction of the school board and the matter of a salary cut, as requested by the mayor, is up to the board members.

♦ Iron River, Mich. The teachers have been given increases of \$5 per month. The additional pay is a restoration of the cuts they suffered during the school year 1933-34.

♦ Iron River, Mich. The board of education of Iron River Township has proposed an increase of 10 per cent in teachers' salaries for the next school year. The increase will be based on the number of mills allocated by the Iron County Tax Commission for school purposes.

♦ Mt. Clemens, Mich. The entire teaching staff has been reemployed for the ensuing school year without further cuts in salary. Teachers' salaries are at present 19 per cent below the schedule for 1929.

♦ Spencer, Mass. A 10 per cent increase in salary, effective in September, has been voted teachers, janitors, and clerical workers. The increase affects 31 instructors and restores one half of the 20 per cent salary cut in effect during the past two years.

♦ River Rouge, Mich. The board of education has issued new contracts to teachers for the school year 1934, calling for month-to-month employment and a definite monthly salary.

♦ Tulsa, Okla. The board of education has issued contracts to teachers on the nine-month basis and will pay salaries according to the number of months for which teachers are employed. Formerly, it was the policy to divide the annual salary into twelve equal checks.

♦ Superior, Wis. The school board has ordered an average cut of 14 per cent for all teachers during the next year. Under a new salary schedule, effective at the close of September, teachers receiving \$1,605 before the cut of last year will be cut 9 per cent, those

from \$1,605 to \$2,605, 14 per cent, and those from \$2,605 to \$3,605, 19 per cent. The board voted to give increases of \$200 in salary to the superintendent of schools and the secretary of the board.

♦ Syracuse, N. Y. Mayor Marvin has called attention to the failure of teachers of the city to conform to the scale of voluntary salary donations adopted by the city government two years ago. He has urged that delinquents pay up and has suggested that any delinquent teacher's pay check be held up in September, until an adjustment has been made.

♦ Manistique, Mich. The board of education has issued no contracts to teachers for the school year 1934-35, but has invited all teachers to return to their positions, with the understanding that salaries will be restored to the 1930-31 level as soon as funds are available. All teachers suffered a reduction of 28 per cent during the year 1932-33.

HYGIENE AND SANITATION

♦ Cambridge, Mass. The superintendent of schools recently reported to the school board on the establishment of a proposed course in health education. He contended that while a department of health education would make for an improved plan of work in each grade, he did not think that the present is the time to make a change. At the present time the work is being carried on under the direction of the board of health, doctors, and nurses.

♦ The Pennsylvania parent-teacher association has for the past several years sponsored a "summer round-up," a program which has for its purpose a medical examination of each child entering school for the first time in September. Another purpose of the program is to secure correction of all remediable health defects. The association is this year urging that all children be sent to school next fall free from remediable health handicaps. Such a program, if carried out, will mean a reduction of absences due to illness, with a consequent lessening of failures, and the need for repeating the work another year. It will pave the way for better work and will be a factor in the improvement of general school discipline.

♦ Sheboygan, Wis. A survey of the local schools was recently conducted by members of the Sheboygan Dental Society, to determine the condition of the children's teeth and mouths. The findings showed that 90 per cent of the children were in need of dental treatment. It was suggested that Supt. C. E. Hulten get in touch with the city health department and work out a solution to the problem. It was believed that many families are unable to pay for dental treatment for their children.

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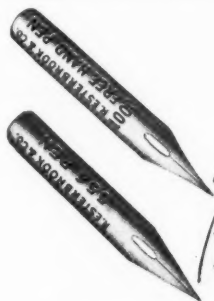
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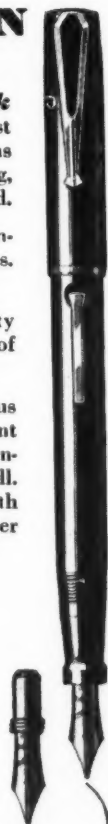
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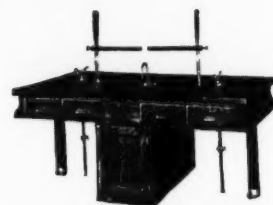
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Thirty-Three Elementary-School Teachers Under "Teacher Tenure" Dismissed

Paul Jarvis, St. Paul, Minnesota

Thirty-three elementary-school teachers, consisting of married women and those who lived outside the school district, who had acquired "tenure" under the New Jersey law were dismissed by the board of education of Hoboken District. Causes given for the dismissal were the financial condition of the board, and a diminution of the district caused by a reduced student population.

In this case of *Downs v. Board of Education of Hoboken District*, et. al., and three other cases Nos. 220-223, 171 Atl. 528 (1934), 26 teachers were transferred, under the recommendation of the superintendent of schools, to two schools ordered to be closed by the board of education at the same meeting. Later, at the same meeting, the board decided to dismiss all teachers in these schools. Seven teachers who had not acquired "tenure" under the state law were kept in the school system after 33 of those who had obtained it were dismissed. Three years of continuous service are required to acquire "tenure" in New Jersey.

An appeal was taken to the State Board of Education which held that the transfer of the 26 teachers to two schools that were to be closed was within the right of the local board; that the dismissal of the seven teachers who were formerly in the two closed schools was within the rights of the board; that the board had the right to dismiss all 26 teachers they had transferred, but it would have to pay their salaries for the balance of the term for which they were under contract; that the board would have to dismiss the seven teachers who had not acquired "tenure" and give these positions to seven of those dismissed, provided they had earned "tenure."

It further appears that the 26 transferred were either married women, or teachers who lived outside the school district. The president of the board had made it known on numerous occasions that he opposed married women, or any one outside the school district, teaching. The board had not taken any stand on this matter; yet those dismissed felt they had been unjustly discriminated against. The state board held that there was no evidence in the minutes of the local

board having ever passed any resolution regarding married teachers or teachers outside of the school district, and that the financial loss and the loss of pupils was enough of a reason for the selection of the 26 for dismissal.

The decision of the state board was upheld by the Supreme Court of New Jersey. This court held further, that:

"The board of education had a right to dispense with the services of such numbers of teachers selected from the entire school district as it in good faith deemed necessary to effect economy which its financial condition demanded and whose services were no longer necessary because of diminution of the number of pupils."

The court also held:

"We cannot say, even though they dismissed married or nonresident women teachers, giving preference in continued employment to residents of the school district and to those who would normally be dependent on themselves for a livelihood, that such action was an abuse of discretion or evidence of bad faith."

In another New Jersey case, it was held:

"If a reduction is to be made and a place remains which the exempt teacher (except from dismissal under the teacher tenure law) is qualified to fill, such teacher is entitled to that place as against the teacher not protected by the statute."

In a California case the court held:

"Public schools are not created nor supported for the benefit of teachers, but for the benefit of pupils and the resulting benefit of their parents and the community at large."

In this case the board of education was held to have the right to determine what teachers should be dismissed in the interest of economy, or any other "good and sufficient reason."

¹*Seidel v. Board of Education of Ventnor City*, 110 N. J. Law 34, 164 Atl. 901, 902.

²*Kenney v. Board of Education* (1890), 82 Cal. 483, 22 Pac. 1042.

Another California court held:

"The mere fact that there was a conspiracy between certain members of the board to discharge a teacher would not render the discharge unlawful, or beyond the powers of the board."

The courts seem to consider "teacher tenure" as a law they must observe, but one which they will not enlarge without specific authority of the state legislature.

³*Morse v. San Diego High School Board of Education of the City of San Diego* (1917), 166 P. 839, 34 Cal. App. 134.

School Law

School-District Government

Where a deputy county superintendent of schools was orally appointed, duly qualified, and her bond was approved and she discharged her duties of deputy, the validity of the appointment could not be questioned in an action for salary on the ground that the certificate for appointment was not filed (Iowa code of 1931, § 5239).—*Kellogg v. Story County*, 253 Northwestern reporter 915, Iowa.

That the successful candidate for the office of trustee in a common-school district served as election judge on an appointment made prior to the time when, without his instigation, his name was suggested as a candidate but not filed for ballot, thus making it necessary for voters to write his name into the ballot, was held not an invalidation of his election, under Vernon's annotated civil statutes of Texas, arts. 2745, 2746, 2746a).—*Heugatter v. Marshall*, 70 Southwestern reporter (2d) 285, Tex. Civ. App.

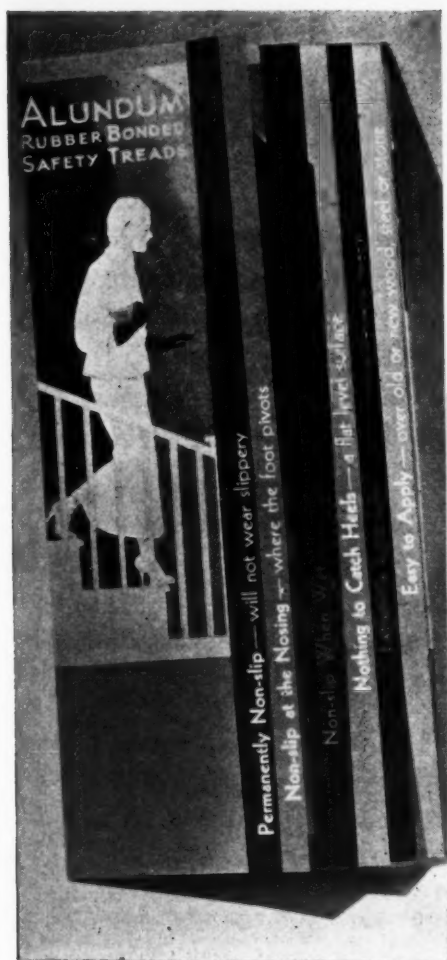
School-District Property

Evidence that the ornamentation of the ceiling in a school building was not reasonably indicated on the plans submitted to the plastering subcontractors nor included in his bid, and that the general contractor agreed to pay the subcontractor for such extra work, justified the allowance of the value thereof (Conn. general statutes supp. 1933, § 1113b).—*Venezia v. Town of Fairfield*, 172 Atlantic reporter 90, 118 Conn. 325.

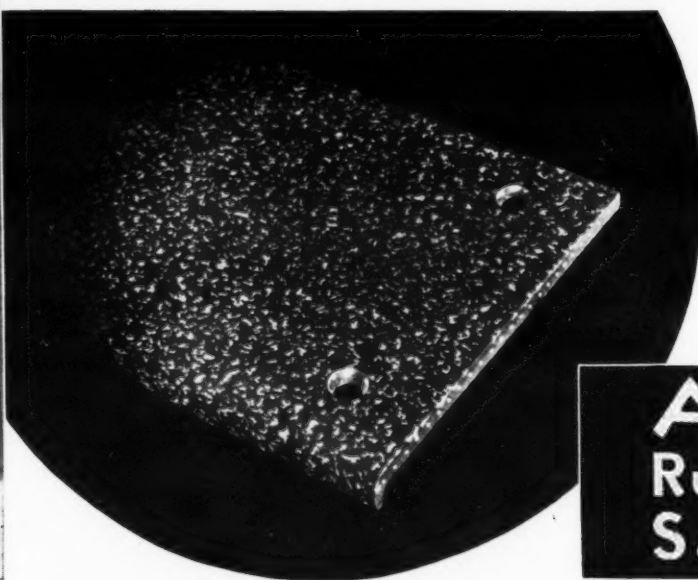
Exclusion of testimony in a plastering contractor's action for the value of extra services in ornamenting

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the ceiling of a school building as to the amount bid by the company, from which specifications provided that patterns should be obtained, was held not a reversible error, in the absence of a showing of relevancy thereof. — *Venezia v. Town of Fairfield*, 172 Atlantic reporter 90, 118 Conn. 325.

A plastering contractor, suing for the value of extra work done on a school building, was held properly allowed interest from date of writ, in the absence of a showing as to when he completed the contract. — *Venezia v. Town of Fairfield*, 172 Atlantic reporter 90, 118 Conn. 325.

School-District Taxation

School-tax levies, fixed by budgets presented by the country board of education to the fiscal court, which entered them on its order book with subsequent recitals that they were read and approved by such court, were held valid as against the contention that there were no fiscal court orders making levies. — *Knox County v. Lewis' Administrator*, 69 Southwestern reporter (2d) 1000, 253 Ky. 652.

School-tax levies, fixed by budgets of the county board of education and approved by the fiscal court, were held not invalid because the state board of education failed to approve such budgets. — *Knox County v. Lewis' Administrator*, 69 Southwestern reporter (2d) 1000, 253 Ky. 652.

Where a school district having incurred indebtedness for a school building exceeding the constitutional limit, and having issued the maximum amount of bonds permitted thereby, was sued by its creditors and confessed judgment, excess indebtedness and judgments were held void, hence judgments did not preclude the taxpayers from enjoining the levy of taxes to pay bonds subsequently issued to pay judgments (Ill. constitution, art. 9, § 12). — *Green v. Hutsonville Tp. High School Dist. No. 201*, 190 Northeastern reporter 267, 356 Ill. 216.

Teachers

A petition alleging that the county superintendent nominated a petitioner as principal of the high school, that the board of education unanimously elected him and subsequently attempted to amend the minutes to substitute another person not nominated by the county superintendent, and that, if not given the position, the petitioner would be damaged in the full amount of the salary, was held sufficient (Ky. statutes, § 4399a-11). — *Hudson v. Ohio County Board of Education*, 70 Southwestern reporter (2d) 375, 253 Ky. 709.

The evidence that, at some time during the hearing of charges against a teacher, one member of the school board was absent from the board table, was held insufficient to show that such board member was not present throughout the entire hearing within the statute disqualifying the absent member from voting, especially where the proceedings were had *de novo* on a member's reappearance (Calif. political code, § 1600, subsec. 3 (1), as amended by the statutes of 1927, p. 1913). — *Anderson v. Menzel*, 31 Pacific reporter (2d) 1050, Calif. App.

Pupils and Conduct of Schools

The parents could not compel a school board to allow the attendance of children without vaccination on the ground the effect of the compulsory school attendance law was to place parents under prosecution for failure to have children vaccinated, since such law makes an exception where school attendance is unwise for children in their condition (Tex. revised laws of 1925, art. 2893; local and special laws of 1925, c. 230). — *Booth v. Board of Education of Fort Worth Independent School Dist.*, 70 Southwestern reporter (2d) 350, Tex. Civ. App.

The question whether parents could compel the school board to allow the attendance of children without vaccination did not depend on the question of emergency, but on whether the board's action was arbitrary and without proper facts (Tex. local and special laws of 1925, c. 230). — *Booth v. Board of Education of Fort Worth Independent School Dist.*, 70 Southwestern reporter (2d) 350, Tex. Civ. App.

The parents of pupils could not compel the school board to allow the attendance of children without vaccination against smallpox on the ground that there was no epidemic of smallpox and none imminent, and that existing conditions of health in the school district were good (Tex. local and special laws of 1925, c. 230). — *Booth v. Board of Education of Fort Worth Independent School Dist.*, 70 Southwestern reporter (2d) 350, Tex. Civ. App.

The possibility that some children could be exempted from vaccination did not entitle parents to compel the school board to allow the attendance of children without vaccination where it was not alleged that children involved should be exempted or that an effort had been made to procure attendance of the child exempt from vaccination because of health condition (Tex. local and special laws of 1925, c. 230). — *Booth v. Board of Education of Fort Worth Independent School Dist.*, 70 Southwestern reporter (2d) 350, Tex. Civ. App.

SCHOOL FINANCE AND TAXATION

♦ The Ohio Education Association, at its recent meeting in Cedar Point, urged the adoption of a sales tax to provide revenue for school purposes. Dr. Payson Smith, of Boston, argued that a sales tax is the best way to handle the emergency in the state.

♦ Approximately \$14,500,000 has been distributed to local school units in Minnesota by the state government since July 1, 1933, when the new system of school financing went into effect. The funds were obtained from intangibles, excise, income, and state education property taxes. The money was distributed on the basis of \$2.50 per child, and the largest share was obtained by Hennepin, Ramsey, and St. Louis counties.

♦ The county school board of Duval County, Florida, has sent an urgent plea to the Federal Government to urge the resumption of school-building projects which had been allowed to lapse. Eight school buildings are included in the new building program and no less than \$250,000 in money has been spent for labor and materials for the construction work.

♦ New York, N. Y. Dr. George J. Ryan, president of the board of education, and Dr. H. G. Campbell, city superintendent of schools, in a joint statement, have estimated that at least \$16,000,000 will be required to restore the city schools to normal during the next year. This sum is exclusive of an \$8,000,000 deficit in state aid for education which is necessary to keep the schools open during the year. There is a shortage in state aid of \$3,365,000 for this fall, and \$4,700,000 for the spring of 1935. The school authorities contend that they must have the \$8,000,000 rightfully theirs under the Friedsam Law in order to reopen the schools in September and keep them open until the end of the next school year. Parents and the public have been asked to call upon the governor of the state and the members of the legislature to urge the appropriation of the full statutory amount of state aid to education, and to provide at least until the city's financial position is improved, such additional aid as may be necessary to make possible adequate educational facilities for the school children.

♦ Council Bluffs, Iowa. The board of education has adopted a revised budget for the school year 1934-35, calling for a total appropriation of \$627,386, or an increase of \$73,418. The increase is due mainly to the fact that the budget is based on a nine and one-half month school year, as compared to nine months for the last year.



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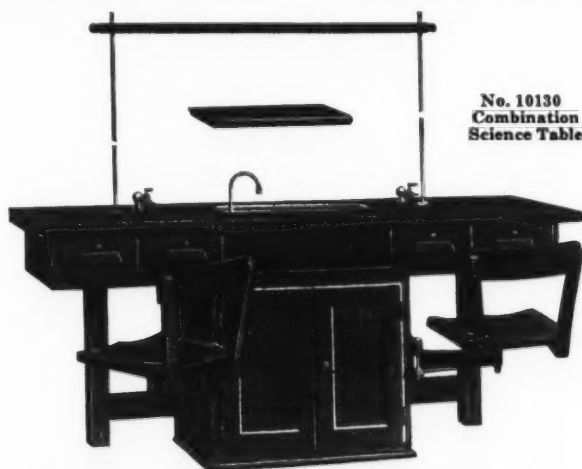
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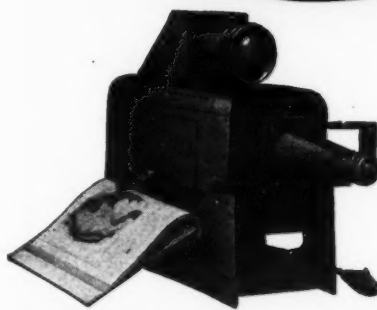
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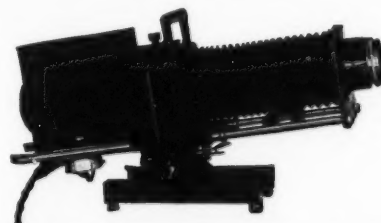
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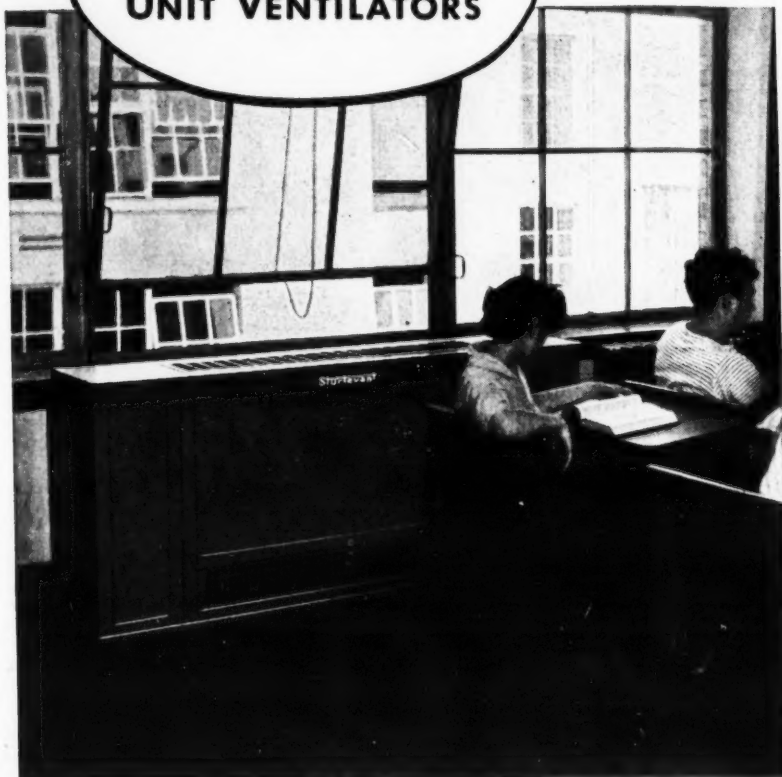
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School Board News

♦ Woburn, Mass. The school board has voted against a change in the rules, to give the power of nomination to the board in place of the superintendent of schools. The change was opposed by the board members because it was believed the superintendent, through experience and constant contact with the work, is better fitted to determine the qualifications of teachers than is a board member.

♦ Faribault, Minn. During the past two years three supervisory positions were eliminated as an economy measure during the depression period. Among the positions eliminated were the superintendent of buildings and grounds, the supervisor of elementary grades, and the dean of girls in the high school. During this period, cuts in salary were effected, but no decreases in allotments or textbooks and supplies were made.

♦ Washington, D. C. The board of education has voted to ask an executive order from the President in order to continue the services of Harry O. Hine, secretary of the board of education, beyond the retirement age of 70. Mr. Hine, who was 70 on June 23, has served the board as secretary for more than 25 years.

♦ The District Court of Minneapolis, Minn., has sustained the city's demurrer, in a mandamus suit brought by R. J. Ahlstrom, a teacher in the Edison High School, in an effort to force the school board to distribute \$132,000 in salary bonuses to city teachers. The court supported the city's contention that the school board had made no contract to pay the teachers any surplus funds, and that the board was the absolute trustee of its funds and could distribute them at its own discretion.

Mr. Ahlstrom contended that when the board in anticipation of a tax-collection shortage last year, cut salaries, it promised to give teachers as salary bonuses any amount above its estimated collections. He held that this promise amounted to a contract, and that since the tax collections did exceed the estimates, the board was in duty bound to distribute \$132,000 in bonuses in place of only \$105,000. The suit was brought in behalf of the men and women teachers' federations.

♦ New York, N. Y. The board of higher education has voted not to ask for further funds for the purchase of textbooks for the three city colleges. Under the decision, students in the future will pay for their own books, at an average cost of \$20 a year. The saving to the city in textbook expenditures will reach \$35,000 a year.

♦ St. Clair, Mich. The school board has voted to return to the ten-month school term with the opening of the new school year in September. In addition to the regular month's salary, teachers will be paid 5 per cent of the 13½ per cent salary cut in effect last year.

♦ Mt. Clemens, Mich. The public schools closed two weeks earlier than usual this year. The length of the next school term remains undetermined at the present time, due to the uncertainty of school revenue and the amount of taxes which may be depended upon during the year. It is planned to reestablish some of the eliminated departments provided the school revenue is adequate for meeting the needs of the schools during the year.

♦ The school authorities of Seattle, Wash., have inaugurated a program of summer safety to protect the school children during the vacation months. Attention was called to the fact that 21 boys and girls of the city were victims of fatal accidents during the period from June 15 to September 1, 1933. To assist parents, a list of vacation safety suggestions was prepared and distributed. The list included safety suggestions on bicycle riding, traveling through traffic zones and on highways, hiking and camping, participation in sports, handling fire and explosives, and the care of cuts, burns, and poisons. Care in the handling of guns was also stressed.

♦ Needham, Mass. In order to quiet rumors of changes, the school board has given assurance that there will be no drastic or extraordinary changes in the school system in the near future. The junior high school will be continued and all special courses will be available to pupils as long as a sufficient number of students elect such courses.

♦ Supt. John Lund, of Newton, Mass., who inaugurated the "no marking" system in the schools last year, has replied to attacks made on the method by citizens who attended a hearing in the matter. He insists that just as many signatures could be obtained on a petition for the retention of the "no marking" system and that just as many people might be found who would speak in favor of the system as previously spoke against it. He declared that it is a professional and administrative matter and is not one to be decided by popular vote.

♦ Winchester, Mass. The school board has approved a new plan for assisting backward pupils. Beginning with September, pupils in the elementary schools whose work is satisfactory will be excused from attendance on Wednesday afternoon. The free time will be utilized by the teacher in giving assistance to pupils who need it. The plan will be tried out for one year before it is adopted permanently.

♦ Brookline, Mass. The school board has opened a vacation school of six weeks for pupils of grades four to seven. The school is intended for pupils who have failed of promotion, those who were promoted conditionally, and those who wish to become acquainted with the work of the next term.

♦ Swansea, Mass. During the past two years, high-school education has not cost the town a single cent. This is due to the fact that the high school has received the benefits of a half-million-dollar endowment fund through the will of the late Mrs. Elizabeth Richmond Stevens, who gave the money for the erection of the school. With the assistance of the endowment fund, the high school was financed during the two-year period; no teacher's salary was reduced, automatic salary increases were regularly paid, and no part of the regular school program was curtailed. In fact, the school program was extended in scope to provide for a full-time physical-education instructor.

Due to the large income from trust funds, the net cost of education to the town in 1933 reached approximately \$27,000. The expenditure for the entire school system amounted to approximately \$60,000.

♦ Columbus, Ohio. The public schools of the suburb of Bexley were able to complete the school year with a surplus of funds on hand. The term this year was nine and one-half months, one week less than that of last year. Teachers who were paid on a monthly basis, were paid up in full at the close of the school year in June. The excellent financial situation of the schools was brought about as a result of economies in teachers' salaries and operating expenses and by the increased payment of taxes by the people.

♦ River Rouge, Mich. School-district bondholders have accepted three per cent interest for three years, during the readjustment period beginning with January, 1933.

♦ Buffalo, N. Y. The board of education has adopted a new budget for the school year 1934-35, calling for an appropriation of \$10,319,740. The budget, as adopted, represents a reduction of \$95,569 from the

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original budget as prepared by Supt. Ernest Hartwell, and was effected by reductions in the appropriations for fuel, supplies, and the item of new teachers.

♦ Chicago, Ill. The American Federation of Teachers at its recent meeting, adopted a resolution, demanding federal taxation adequate to raise at least 600 million dollars a year for distribution to school districts in all parts of the country. The funds would be distributed impartially on the basis of the needs of the school districts and the grants would be determined by the school population and the taxable resources of the districts.

♦ Winnetka, Ill. The citizens have authorized the board of education to increase the tax levy from 1.5 per cent to 1.8 per cent in order to meet a possible emergency in school finances. The raising of the tax levy will offset a possible loss in revenue due to a reduction in property valuations.

♦ Dallas, Tex. The school board has taken steps toward the restoration of teachers' salary cuts. It was estimated that the \$270,000 needed to restore salaries could be raised without a tax increase from savings already effected this year and to be effected next year. All school employees suffered cuts in salary during 1933 as a means of offsetting the loss in revenue due to a reduction in real estate taxes.

♦ Lincoln, Nebr. The board of education has adopted a budget for the school year 1934-35, calling for an appropriation of \$1,445,000 for the operation of the schools. The budget, as adopted, is \$55,000 below the estimate of a year ago. The salary item in the budget remains unchanged over the estimate of last year.

♦ Akron, Ohio. Supt. A. H. Waterhouse has presented a school operating budget to the board of education, providing for the immediate adoption of a teachers' salary restoration plan and the resumption of some of the suspended school activities. The budget provides a total appropriation of \$3,326,561 for 1934, as compared to \$2,905,000 for the past year, and is based on the assumption that receipts will be greater next year and that the legislature will enact some form of temporary financial relief. Under the salary restoration plan, five per cent of the salary cut is to be returned to teachers in September, another five per cent on January 1, 1935, and the final ten per cent on September 1, 1935.

♦ Seymour, Ind. The public school system has been able to operate during the depression without an ex-

treme curtailment of term, or cuts in salaries or school activities. While teachers' salaries were reduced eleven per cent, the term was not shortened, neither was any teaching position or course eliminated. Through the practice of strict economy in maintenance and operating costs, the school board was able to reduce the total budget by twelve and one-half per cent.

♦ School transportation costs in Florida will be doubled by a recent ruling of the State Board of Education that school busses must have steel bodies after July 1, 1935. Contracts for the coming year have already been awarded so that the present cost schedule will be continued. All new contracts will require that busses have steel bodies. It is anticipated that the increased cost will be reduced in later years, due to the fact that the busses will have a longer life and that the operators will accept lower compensation after they have been repaid the extra cost.

♦ Marshall, Minn. The board of education has approved a suggestion of Supt. F. R. Adams, that all bonds maturing next year be paid at this time. The action was taken because of the fact that a substantial balance remained in the school treasury at the end of the year.

♦ Lincoln, Nebr. The board of education has adopted a budget of \$1,591,830 for the school year 1934-35, which is a reduction of \$43,397 below the estimate for the year 1933-34. The board adopted a resolution retaining the present fifteen-mill tax levy for school purposes. The largest item in the budget is \$1,034,000 for the general fund.

♦ Beatrice, Nebr. The school board has adopted a budget of \$184,000 for the school year 1934-35. The budget indicates an increase of \$18,000 over the estimate for the last year.

♦ New York, N. Y. The mounting registration in the high schools of the city, calling for more teachers' supplies and equipment, has created a serious problem for the board of education in the matter of budget-making. The importance of the high-school budget has been emphasized by the operation of the NRA child-labor provisions and by unemployment which has kept the students of high-school age in classrooms.

Dr. Harold G. Campbell, city superintendent of schools, favors a decrease in the pupil-per-teacher ratio in high schools to permit more intensive development of individual student abilities. The registration in the senior high schools in May, 1934, was 230,000, and it is estimated that this figure will be increased

to 240,000 by October, 1934. A registration of 248,000 is anticipated in March, 1935, and 251,000 in October of that year.

To provide additional teachers for the reestablishment of the 28 pupils-per-teacher ratio would require \$4,500,000 additional in the budget to take care of regular teachers assigned, or \$2,500,000 if substitutes were employed.

♦ Toledo, Ohio. The board of education has adopted a program of operation of public schools, prepared by Supt. Ralph Dugdale. The program continues salary policies in force during the last school term, but makes a number of changes for improving the position of teachers in the lower salary groups. Under the program, teachers will be guaranteed the payment of only 50 per cent of their basic salaries, but will share in the distribution of any surpluses; teachers whose basic salaries are below the maximum will receive an increase of \$55 in their basic salaries, with one half or \$27.50 guaranteed. Kindergartens will be operated on a one-year basis.

A number of minor changes were ordered, including the elimination of assistant principalships in two high schools, gymnasium monitors in one high school, and guidance directors in two high schools. Extra compensation for teachers in vocational classes and teachers in special classes was ordered discontinued.

The board adopted in principle a recent proposal by the teachers' federation for the adoption of a single-salary standard. It was voted to withhold contracts from permanent substitutes, and to place beginners in the system on a two-year term of probation before issuing contracts.

♦ Wisconsin is one of the thirteen states of the Union with more school-board members than teachers. In 1932, there were approximately 21,000 teachers in the state, and in the same year about 25,000 board members.

Each one of the 7,367 school districts in Wisconsin elects three board members, a director, a treasurer, and a clerk. School districts in incorporated villages and districts in cities of the fourth class with a high school have five members. City school boards comprise from five to seven members.

♦ Bay City, Mich. The school board, in adopting a budget of \$720,340 for the school year 1934, has made a request for an increase in the mill levy which had been set at seven and one-tenth mills.

N. E. A. Holds 1934 Meeting

There probably never has been a time when the educational forces of this country came to the annual meeting of the National Education Association, held at Washington, D. C., with greater expectation and earnestness and a greater determination for action. A disturbed economic and social condition stood as a menace to the educational interests of the land. Something would be said and done that would point the way to relief.

The keynote of the hour was the urgency of greater financial support for the schools. A federal grant of \$500,000,000 to be distributed among the several states was urged. On this score, however, the educators were not of one mind. Federal support, it was held by some, would logically be followed by federal control. The prevailing sentiment was that any support extended by the National Government should be placed under the control of the state educational authorities.

The address of Miss Jessie Gray, president of the association, was entitled "Visions and Voyages." She exalted the ideals of education and lauded the teachers of the country. She likened the association to "a treasure chest, bulging with increased understanding, loyalty, cooperation, endeavor, and all that adds to the fullness of life."

Character and Academic Freedom

The subject of "Character Training" had its annual inconclusive inning. Dr. Frank W. Ballou, superintendent of the Washington schools, and Dr. W. W. Charters, of the Ohio State University, were the speakers. Dr. Ballou also acted as the host, who welcomed the association to the nation's capital.

"Are we to strengthen democracy or surrender to dictatorship?" asked Dr. Glenn Frank, president of the University of Wisconsin, in an address devoted to trends in our national life. President Robert M. Hutchins, of the University of Chicago, spoke on "The Teacher, the School, and the National Life." "Through the 'medium' of the school may be developed the universal comprehension and individual leadership which the national life requires," he said.

The subject of "Academic Freedom," was dealt with by Thomas W. Gosling, a former school superintendent, now national director of the American Junior Red Cross, and Charles E. Beury, president of Temple University, Philadelphia.

Dr. Gosling held that the American teacher deserved a greater participation in civic activities. Freedom here, he said, would release vast resources of energy, intelligence, and loyalty. Dr. Beury dealt with the subject from the standpoint of the university faculty, contending that the solution to the problem must be found in a sympathetic understanding between the faculty and the administrative factors. The advancement of human knowledge and of truth must be the goal.

Dr. George F. Zook, the retiring United States Commissioner of Education, delivered his valedictory in that he dealt with the school situation in its national aspects, favored federal support, and believed that the real solution to the present school-finance problem remained with the states rather than the National Government.

John K. Norton, of Teachers College, Columbia University, declared: "Many of the current difficulties of the schools have their roots in conditions which existed long before the onset of the depression. The added weight of the depression has caused certain weak supports in the educational structure to crash. We cannot achieve a satisfactory recovery until these weak timbers have been replaced by stronger ones."

Several speakers concerned themselves with the so-called new school press, as a means of keeping the public informed on the activities of the school. The matter of content was discussed by Lambert Greenawalt, illustrations and the like by Gertrude L. Turner. David A. Ward discussed the school publication as a sales agent.

Aside from the usual grist of papers devoted to the ordinary professional subjects, attention was given to special phases of education. Several studies on the use of the radio and the cinema as educational aids were presented. Recreational activities for rural children were discussed. Kinder-



DR. HENRY LESTER SMITH
Dean, School of Education, Indiana University,
Bloomington, Indiana.
President, National Education Association, 1934-1935.

gartens, music, mental hygiene, schools for the deaf, etc., received their share of attention.

The meeting was in some respects a disappointment. The President and higher government officials were absent. The attendance was about 4,500, or about one half of the midwinter Superintendence Department meeting. The impression was gained that the organization would have to decide between becoming a National Teachers Association or remaining a National Education Association. "But a national association of teachers can only speak for teachers," it was held. "It cannot speak for education in the United States."

The resolutions dealt with child welfare, teacher welfare, social legislation, school support, and the prevention of war, and minor amendments to the plan of organization.

Election of Officers

The election of officers for the ensuing year resulted in the choice of the following:

President: Henry Lester Smith, Dean, School of Education, Indiana University, Bloomington, Indiana.

Treasurer: R. E. Offenhauer, Superintendent of schools, Lima, Ohio.

Vice-Presidents: L. Fraser Banks, Assistant Superintendent of Schools, Birmingham, Ala.; Harriet H. Gordon, Kansas City, Mo.; Mattie S. Doremus, Paterson, N. J.; Ernest W. Butterfield, Commissioner of Education, Hartford, Conn.; C. K. Reiff, Superintendent of Schools, Oklahoma City, Okla.; Rae Kemp, Kansas City, Kans.; C. A. Rice, Superintendent of Schools, Portland, Ore.; Charles Carroll, Rhode Island College of Education, Providence, R. I.; W. D. Nixon, Tucapau, S. C.; Caroline S. Woodruff, Principal, Normal School, Castleton, Vt.; Charles E. Hulton, Superintendent of Schools, Sheboygan, Wis.

Jessie Gray, retiring president, automatically becomes first vice-president.

The unsuccessful candidates against Dr. Smith were Joseph H. Saunders, Newport News, Va.; Orville C. Pratt, Spokane, Wash., and William H. Holmes, Mount Vernon, N. Y.

NEW BOOKS

Grammar for Speaking and Writing

By Kenneth Beal. Cloth, 506 pages, \$1.40. Harcourt, Brace and Company, New York City.

If the term "functional grammar" means anything, it means a working knowledge of the principles of sentence structure which one can apply to everyday speaking and writing. If grammar is to function in the student's everyday life, it must be presented to him in an intelligible and attractive manner. Grammar must be taught, and many teachers agree that we need a

suitable textbook devoted to grammar as distinct from composition.

Grammar for Speaking and Writing supplies this need. It presents the principles of sentence structure clearly and attractively and functionally. It is not too difficult for the eighth grade and is especially suited to the needs of the high school.

The plan of organization divides the subject matter into the ordinary classification of parts of speech and of sentences. Each unit is followed by a series of tests and exercises with numbers referring to sections of the preceding explanations. A complete index makes the book available as a companion to the dictionary for school days and for life.

Plane Trigonometry

By Aaron Freilich, Henry H. Shanholt, and Joseph P. McCormack. Cloth, 303 pages, illustrated. \$1.32. Silver, Burdett and Company, Newark, N. J.

One who remembers the sad experiences of college students a generation ago in their attempt to learn enough higher mathematics to meet the requirements for a diploma will experience the big surprise of his life as he checks over the contents of this textbook intended for high-school students.

The authors tell the student what it is all about and explain the principles one at a time lucidly, giving at the same time, practical examples within the student's comprehension. The authors call attention to these self-teaching features of their book. In fact, the student could almost master the subject matter without a teacher, and yet, the great variety of exercises supply abundant opportunity for real work and original thinking.

Strayer-Upton Practical Arithmetics

By George D. Strayer and Clifford B. Upton. Three-book series for grades three to eight. American Book Company, New York City.

These are certainly practical arithmetics, presenting, according to the preface, "only those methods and materials which have been thoroughly tested in the classroom by many experienced teachers." Processes are explained in language suited to the pupil's age; the problems are "practical" being based upon life situations; and the development is practical, one step at a time being the rule.

It is worthy of note that concrete problems are used in introducing new processes and that these are followed by many abstract examples for drill. Another feature is that of diagnostic tests with page references to remedial material. The treatment of long division in Book I is especially successful.

A Study of Opinions Regarding Homogeneous Grouping

By Walter H. Sauvain. Cloth, 160 pages. Price, \$1.75. Teachers College, Columbia University, New York, N. Y.

This study presents the results of an inquiry made among two thousand parents, teachers, and school officers in sixteen cities where ability grouping is used in elementary and secondary schools as a means of improving instruction.

The author finds that parents on the whole are favorable to the use of grouping, particularly those parents whose children have been placed in the higher or "bright" sections. The complaints come from parents who either do not understand the purpose of grouping, or who have children in the slow sections. Parents believe generally that children are happy and do better work when they are correctly sectioned according to ability. Over four fifths of all parents indicate that they believe their children know in which ability section they are located. There is a drive on the part of parents to have their children removed from the slow to the average sections and from the average to the brighter sections.

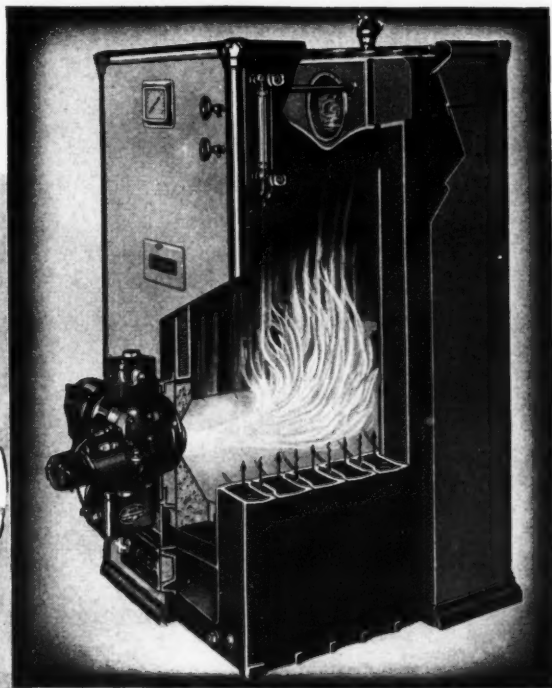
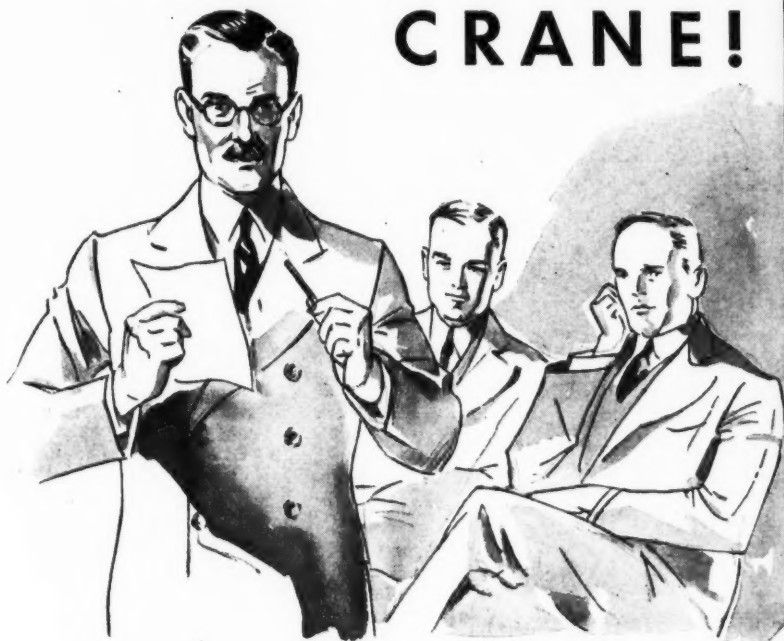
The study found that teachers like ability grouping somewhat more than do parents. The slow-ability groups are the least popular among teachers, and more than two thirds of the teachers prefer to change from year to year rather than stay in one section and teach children at the same level constantly. About one fifth of the teachers in slow-ability groups would never teach there if they were given a choice. Less than 5 per cent of the teachers state that they would favor abandoning the grouping, and less than 50 per cent indicate that they believe that serious changes are needed in the grouping methods employed.

Principals and other school officials, including superintendents, are generally pleased with ability grouping and indicate that many more advantages than disadvantages are found in connection with the plan.

The outstanding advantages of grouping, as found by school officials, include such matters as opportunity for an enriched program for brighter pupils, better individual study of the individual child, greater happiness among pupils, improved teaching methods, the possible encouragement of weaker pupils to work to their best ability, the reduction of retardation and failures, improved social attitudes; dull children do not hamper bright children, and latter do not discour-

(Concluded on Page 60)

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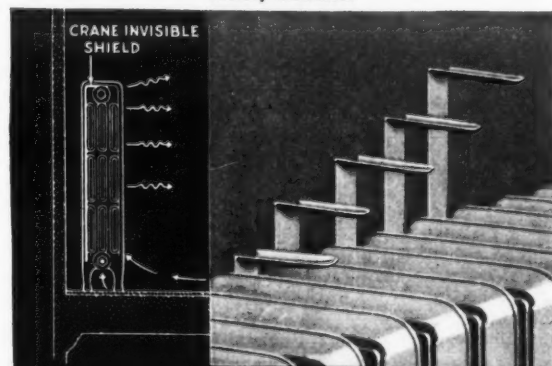


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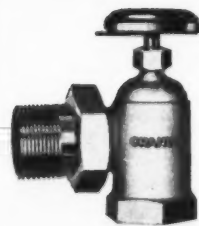
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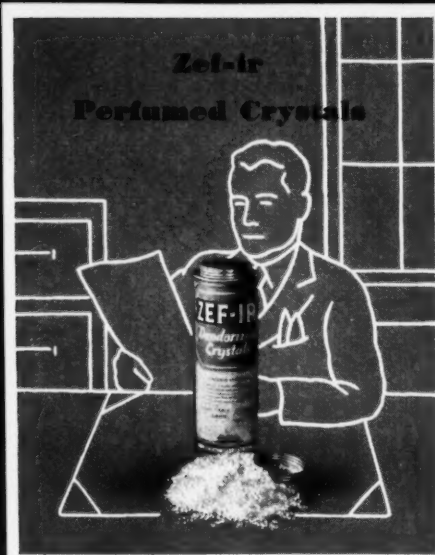
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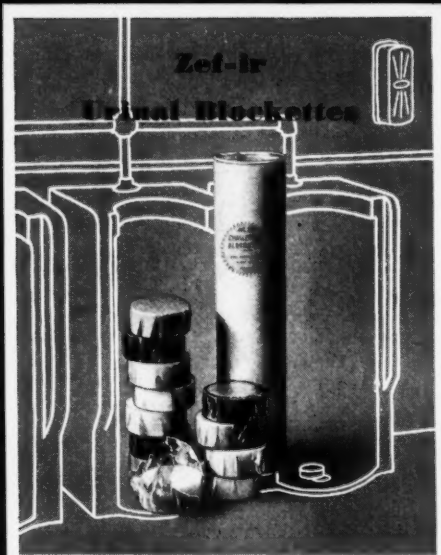
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(Concluded from Page 58)

age slow ones. The disadvantages include such problems as too low standards insisted upon for slow groups, which makes for lazy teachers, dissatisfaction of parents, discouragement of slow pupils, unfavorable reaction on sensitive children, snobbishness of bright pupils, etc.

The study indicates that the ability grouping of children is largely an administrative and social problem, and that it will always be unpopular with some parents whose pride is injured because they must face the fact that their children do not measure up with some of their neighbors or friends. Properly used, the device is truly democratic because it seeks to provide an equal opportunity for all children and especially to permit the slow child to progress to the limit of his powers. The plan calls for the exercise of vigilant tact on the part of principals and teachers, especially with certain types of parents, and careful "labeling" of slow groups (similar to the "standard" or "regular" designation used by automobile manufacturers for their cheaper models). It is likely that ability grouping, so far as the slow children are concerned, requires also the service of the ablest teachers and careful attention to other devices which will prevent failure.

Das Abenteuer der Neujahrsnacht

By Heinrich Zschokke. Edited by Peter Hagboldt. Flexible cloth, 64 pages. Price, 35 cents. The University of Chicago Press, Chicago, Ill.

Zschokke's famous new year's night adventures of the night watchman who righted injustice, and who at the same time gained fortune and a bride, is offered here in simplified form. The editor has eliminated much of the long descriptions, and has brought both the general narrative and the dialog into harmony with present-day usage. The book is one of a graded series of vocabulary-building readers and includes a minimum of editorial notes, a series of eleven vocabulary exercises, and a word list.

New Readers' Julius Caesar

Edited by G. B. Harrison and F. H. Pritchard. American edition prepared by Marquis E. Shattuck. Cloth, 164 pages, illustrated. Henry Holt and Company, New York City.

There is a valid reason for this and the other volumes of the *New Readers' Shakespeare*. Abundant stage directions, descriptions of characters, explanations, and other editorial comments are placed at the

beginning of scenes and bracketed into the text where they greatly aid the reader. The usual textual notes and a list of topics for discussion follow the text of the play. The editors have made the common mistake of not editing our certain passages not suitable for the classroom.

Workbook for Pathway to Reading

By Lou A. Shepherd and Elizabeth H. Bennett. Paper, illustrated. Primer, 55 exercises; First reader, 62 exercises. Extra blank paper, 20 cents each. Silver, Burdett and Company, Newark, N. J.

Teachers who are familiar with the Pathway to Reading series will welcome these new illustrated workbooks which, in each case, are the equivalent of an additional reader. The exercises include work recognition, coloring, matching, pasting, making booklets, etc. They are original, attractive, and well planned for teaching.

My Word Book

By Frederick S. Breed and Ellis C. Seale. Seven books for grades two to eight. Paper, 92 and 94 pages. Lyons and Carnahan, Chicago, Ill.

A "word garden" for the cultivation of words which the pupil has found troublesome, and a "word basket" into which the pupil puts the words he has raised in his garden; a system of study and testing and re-study—these are features of *My Word Book*. Each volume is a textbook, exercise book, and spelling pad. No other materials are necessary, except a dictionary in the seventh and eighth grades.

Language Goals

By Harry G. Paul and W. D. Miller. Three-book and six-book series. Cloth, illustrated. Lyons and Carnahan, Chicago, Ill.

Pointing out the need, practice, drill, and testing is the order of procedure in these new language books for grades three to eight, inclusive. Many games and devices are employed, but in such a way as not to confuse the pupils or teachers in regard to the plan of the course. The authors deserve commendation for their definite and clear-cut planning which they make clear to the children through a very complete table of contents listing not only the titles of various units but also the aim of each unit. The principles of grammar are clearly explained in words suited to the age of the child.

The Open Door English Series

By Zenos E. Scott, Harriet E. Peet, Gertrude L.

Robinson, and Gladys M. Bigelow. Three books, cloth, 336 to 512 pages, illustrated. 88 cents, 96 cents, \$1.20. Houghton Mifflin Company, Boston, Mass.

Open Door connotes the opportunities which these books offer to seventh-, eighth-, and ninth-grade pupils for self-expression. The books supply the setting and the situation, and the pupils will add the activity almost spontaneously.

All the necessary principles of grammar and composition are developed in this motivated environment. There is also abundant provision for difference in ability in the multiple assignments; and the students are given frequent self-testing review exercises.

National Council on Schoolhouse Construction

Paper, 75 pages. Proceedings of the Eleventh Annual Meeting of the Council, Milwaukee, Wis. Contains the reports and addresses at the national convention.

Retirement Systems in the Depression

A report prepared by Anna L. Force. Paper, 29 pages. Issued by the research division of the National Education Association, Washington, D. C. This bulletin contains a report of the Committee on Retirement Allowances of the National Education Association, together with a summary and conclusions on the findings. It describes first, the reported effects of the depression on the operation and organization of teacher-retirement systems between 1930 and 1934. Second, it summarizes the attitude apparent among teachers and public toward retirement provisions for school employees and other persons. The final section presents the findings on the status of retirement benefits available for persons other than teachers. The report finds that retirement systems now operating have directed public attention to state relief for dependent aged persons in general, that attempts to reduce salary budgets have resulted in the retirement of teachers earlier than is normally the case, and that there appears to be little loss through faulty investments or defaults on principal and interest.

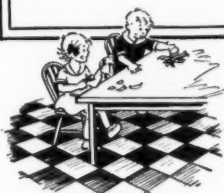
Factors Affecting the Organization of School Attendance Units

By R. W. Holmstedt. Paper, 32 pages. Bulletin No. 3, June, 1934, of the School of Education, Indiana University, Bloomington, Ind. A report on a challenging problem, in which the public school has a significant part, and which calls for a reconstruction of local units of government to secure relief from burdensome taxation. The present study attempts to clarify one of the elements which is fundamental to efficient school organization. It discusses cost of instruction per pupil, cost per pupil enrolled per subject, density of population, cost of transportation, and gives other data. The author suggests that the existing civil units of the township and the county no longer afford a logical basis for fixing the limits of the school district. It would be better for educational efficiency and economy to establish school centers in the existing villages or cities, where the population naturally centers, and to fix some standard of distance (15 miles) for the maximum bus travel required of children. Such factors as natural travel barriers, homogeneous character of the community, and other local conditions are factors taken into account.

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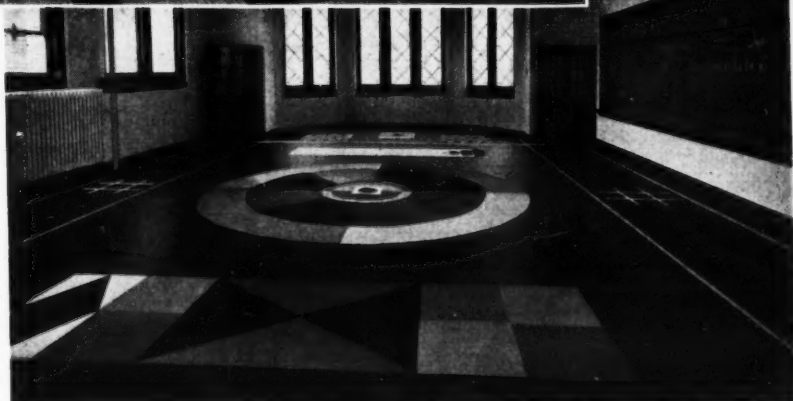
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LEFT—This permanently smooth, sanitary floor is a real protection for children—holds no threat to their health or safety. It is Armstrong's Jaspé Linoleum. Kindergarten room of Butler School, Springfield, Ill.

BELOW—Game layouts can readily be incorporated in Armstrong's Linoleum Floors. This shows how it was done in the kindergarten room of Washington School, Anderson, Ind.



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Personal News of School Officials

• **CLAUDE C. RUSSELL**, superintendent of schools at New Haven, Conn., died on June 29.

• **JULIUS E. WARREN**, retiring superintendent of schools at Lakewood, Ohio, was the guest of honor on July 12, at a community lawn party, given by the fifteen parent-teacher associations of the city. Mr. Warren has gone to Newton, Mass., where he has accepted the superintendency.

• **SUPT. W. H. RICE**, of London, Ohio, has completed 25 years as head of the public-school system. Mr. Rice was principal of the high school for four years before he was made superintendent.

• **CAREY BOGGESS**, an instructor in the Keifer Junior High School, has been elected acting superintendent of schools at Springfield, Ohio.

• **JOHN NIEDERHAUSER**, of Tiffin, Ohio, has been elected superintendent of schools at Kelley's Island. He succeeds C. E. Downing, who has become superintendent at Pemberville.

• **E. P. SHEPHERD** has been elected superintendent of schools at Junction City, Ohio, to succeed W. C. Woodyard, who has retired.

• **SUPT. FRANK APPEL**, of Portsmouth, Ohio, has been reelected for a three-year term.

• **N. F. HUTCHINSON**, 62, superintendent of schools at Salem, Ind., died suddenly on June 26, following a brief illness. He was a graduate of Indiana University and was prominent in school, civic, and welfare work.

• **SUPT. W. F. BONAR**, of Minerva, Ohio, received the M.A. degree at the annual commencement exercises of the University of Akron.

• **MR. GEORGE T. BAKER** has been awarded the degree of doctor of laws by Cornell College, at Mt. Vernon, Iowa. He was recently reelected as president of the Iowa State Board of Education for a tenth consecutive term.

• **SUPT. N. J. LASHER**, of Seymour, Ind., has been reelected for a three-year term, at an annual salary of \$4,200. Mr. Lasher has completed nine years of service in the Seymour schools.

• **SUPT. S. O. HARTWELL**, of St. Paul, Minn., has been reelected for a two-year term. Mr. Hartwell has completed 17 years in the service of the city schools.

• **MR. S. C. GUSTAFSON**, of Excelsior, Minn., has been elected principal of the high school at Hopkins, Minn.

• **SUPT. FRANK HENDRY**, of Iron River, Mich., has been reelected for the school year 1934-35, with an increase in salary.

• **MR. JOHN C. DAVIS**, of Canton, Mass., has been elected superintendent of schools at Needham.

• **EDWARD J. RUSSELL**, of Hinsdale, Mass., has been elected superintendent of schools at Pittsfield.

• **DR. WILLIAM A. YEAGER**, formerly assistant director of the teacher division of the Pennsylvania State Department of Public Instruction, has been appointed professor of education and director of courses in educational administration at the University of Pittsburgh. Dr. Yeager began his duties with the opening of the summer session in July, when he took over the courses in personnel problems, school relations, and educational administration.

• **DR. L. P. SIEG**, formerly dean of the College and Graduate School of the University of Pittsburgh, has become president of the University of Washington at Seattle. Dr. Sieg entered upon his duties on July 1.

• **WALTER E. GUSHEE**, former superintendent of schools at Ludlow, Mass., died recently. Mr. Gushee was superintendent for 26 years, but retired five years ago to enter the florist business.

• **ROBERT L. SAUNDERS**, retiring superintendent of schools at Irvington, N. J., was recently a guest of honor at a reception at which he was presented with a gold watch and chain.

• **DR. JAMES KILLIUS**, superintendent of schools of Johnstown, Pa., and a vocational authority in the state, died at his home on June 22. Dr. Killius was a graduate of the California State College, the University of Pittsburgh, and the Penn State College.

• **SAMUEL ENGLE BURR**, of Glendale, Ohio, has been elected superintendent of schools at New Castle, Del. Prior to going to Glendale, Mr. Burr was director of research at Lynn, Mass.

• **EDWIN B. FRED**, of the University of Wisconsin, has been named dean of the University's graduate school, succeeding Prof. Charles S. Slichter. Dr. Fred has been a member of the faculty since 1913.

• **J. C. THOMPSON**, 71, assistant state superintendent of public instruction in Illinois, died at his home on June 26, following a stroke of apoplexy. Mr. Thompson was an authority on school law in the State of Illinois and was familiar with a number of important court decisions.

• **DR. JOHN H. DYER**, superintendent of schools of Scranton, Pa., by a recent order of the school board, has been given the supreme authority in the operation of the city schools.

• **R. H. LATHAM**, of Asheville, N. C., has been reelected as city superintendent of schools.

• **MR. GLENN T. WILSON**, of Fowler, Colo., has been elected superintendent of schools at La Junta.

• **SUPT. J. O. KELLEY**, of Okolona, Ark., has been reelected for a seventh term.

• **MR. C. A. ROBINSON**, formerly principal of the high school at Prescott, Ark., has been elected superintendent of schools.

• **MR. ARTHUR E. PIERCE** has been elected superintendent of schools at Reading, Mass., to succeed A. L. Safford.

• **SUPT. FREDERICK JAMES MOFFITT**, of Hamburg, New York, has been given the degree of doctor of letters, *honoris causa*, by Hobart College.

• **MAURICE J. WEINBERGER**, of Pine City, Minn., has been elected superintendent of schools at St. Cloud, to succeed H. J. O'Donnell.

• **MR. EVERETT C. HIRSCH** has been elected superintendent of schools at Wausau, Wis. He succeeds S. B. Tobey who retired after a service of 29 years in the schools.

• **MR. EARLE S. RUSSELL**, formerly connected with the State Normal School at New Haven, Conn., has been elected superintendent of schools at Windsor. Mr. Russell succeeds Daniel Howard, who is retiring after a service of 45 years in educational work, 24 of which were spent as head of the local school system. Mr. Howard has been given the title of superintendent-emeritus by the board of education in recognition of his service.

• **MR. THOMAS BOLITHO** and **MR. HUBERT NORTON** have been reelected as members of the board of education of Manistique, Mich., for terms of three years each. Mr. Bolitho has been a member of the board for eight years, and has served as president for the past two years.

• **ANDREW O. JACKSON**, an attorney and a member of the Chicago board of education, died on July 7, in a Chicago hospital, following an illness of seven weeks of anemia. He was 62

years old. Mr. Jackson was a graduate of Lake Forest College, and the law schools of the University of Illinois and Northwestern University.

• **MRS. VICTOR BERGER**, a member of the board of school directors of Milwaukee, Wis., on June 30 celebrated her silver anniversary as a board member. Mrs. Berger was presented with a silver tray and pitcher as a token of esteem from the board members.

• **MR. CHARLES P. KAUFMANN**, a member of the board of education of South St. Paul, Minn., from 1925 to 1934, died on June 29, at the age of 54. Mr. Kaufmann, who was president of the board from 1922 to 1933, enjoyed a long service on the board. He was largely responsible for the improvement of the school plant and for the enlargement and strengthening of the educational program. He was greatly interested in adult education.

• **MAJOR RAYMOND O. WILMARTH**, assistant superintendent in charge of business affairs for the board of education, Washington, D. C., died on June 18. Major Wilmarth had been in the service of the schools for a period of 33 years. He entered the service as a clerk in 1901, and served continuously in the school system, except for two years during the world war. In 1925, Major Wilmarth was made assistant superintendent of schools, in charge of business affairs.

• **PROF. JOSEPH WARREN PHELAN**, for many years a member of the board of education of Medford, Mass., and for seven years its chairman, died on June 24, shortly after he had retired from the service because of ill health. Professor Phelan was a leading authority in chemistry. He took a great interest in the city schools and he served on the board at a time when extensive building of schools was a part of the program.

• **DR. GEORGE J. RYAN**, president of the board of education of New York City, will sail for Italy in September, to study the schools in that country. Dr. Ryan, who is a Papal marquis, an officer of the Crown of Italy, was invited by the Italian government to make the trip. He will visit the schools of Rome, Naples, Florence, Venice, Bologna, Padua, Turin, and Genoa.

• **MR. A. P. CHARLES** was recently reelected as a member of the school board at Seymour, Ind. Mr. Charles succeeded D. A. Bollenger, who had completed six years of service on the board.

• **MR. IRVING C. PEARCE**, who was recently reelected as city commissioner at St. Paul, Minn., has been reassigned to the department of education.

• **DR. HENRI BELANGER** has been reelected as president, and **J. L. SCHROER** as secretary, of the board of education at River Rouge, Mich.

• **MR. EDWARD T. ARNOLD**, a member of the board of education of Lockport, N. Y., died recently. The board has voted to name one of the schools after Mr. Arnold.

• **FRANK E. BASTIAN**, for twenty-three years a member of the board of education of Saginaw, Mich., has been elected as president of the board, succeeding Mrs. Grace S. McClure, who retires after seven years' service. Mrs. McClure, who served during the trying period of the consolidation of the east and west side schools, was the first president of the newly consolidated schools and continued to hold the office during the depression period.

• The board of education of Wausau, Wis., has reorganized for the year with the election of Mrs. W. A. Paff as president, Mr. P. M. Wilson as vice-president, and Everett C. Hirsch as secretary.

• **MR. F. A. SPEARBRAKER** has been reelected as clerk of the board of education of Clintonville, Wis.

• **WILLIAM C. BROCKHAUS** has been elected president of the board of education at Janesville, Wis. E. A. Roesling was chosen vice-president, and L. R. Greutz, secretary.

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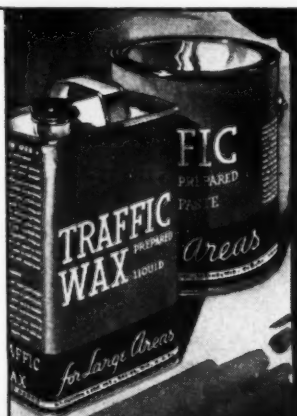
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FRANK HUMMEL DIES

Frank F. Hummel, vice-president of D. C. Heath and Company, textbook publishers, died at his home in Chicago, on June 25. He was 68 years old.



F. F. HUMMEL

HEATH TAKES OVER FOREIGN-LANGUAGE TEXTS

A joint publishing agreement, covering a series of 85 language textbooks, has been entered into between the University of Chicago Press and D. C. Heath & Company, publishers of foreign-language textbooks. Under the agreement, the Heath Company will take over the distribution and sales of the books already issued and will undertake the expansion of the publishing work, with the editorial assistance of the University Press. The books will be designated the "Heath-Chicago Language Series" and will comprise nine series of foreign-language texts, originated by the University Press as a pioneer experiment in teaching method.

The outstanding feature of the series is that they are the only foreign-language textbooks based on the modern "reading method," offering a unified, correlated, and systematic series of texts in accordance with the recommendations of the Modern Foreign-Language Study.

NEW EDITION OF WEBSTER INTERNATIONAL DICTIONARY ISSUED

The new second edition of Webster's New International Dictionary, recently issued by G. & C. Mer-

riam Company, Springfield, Mass., is an interpreter of both past and contemporary civilization, has been edited with the cooperation of the academic, scientific, and technical world, and is dedicated to the education of the English-speaking world.

The book itself is a new creation, containing 600,000 entries, of which 122,000 are in no other general dictionary. In addition to containing the largest vocabulary ever published, it includes articles of almost every encyclopedia fullness in thousands of cases. More than ever before, the dictionary will be useful to the person who seeks the meaning of modern words, in a hundred different fields of interest. The fields of the special editors range from numismatics and magic to archeology and American Indian names and terms.

The present work is the result of a complete revision of every detail of the dictionary. More than 250 editors and editorial workers have been ten years in preparing the edition, which is likely to become known as the "million-dollar masterpiece." All of the special features have undergone considerable change, while increased space has been given to scientific progress and terminology, important new inventions, and revolutionary changes in art. Changes showing the effects of the World War have been made in features involving military science, politics, economics, geography, and other phases of thought and action.

The book was prepared with the aid of a number of special editors, comprising Donald B. MacMillan, editor of arctic terms; George P. Baker, drama editor; Wallace Nutting, editor of furniture terms; and Innis Brown, editor of golf terms. Other editors were Dean Roscoe Pound of Harvard University; Prof. Karl Wilson Gehrken, of Oberlin College; Charles E. K. Mees, Eastman Kodak Company, Rochester; John H. Dellinger, chief of the radio section, National Bureau of Standards.

The book is a splendid volume and worthy of being the successor to the line of Merriam-Webster dictionaries by the G. & C. Merriam Company since 1847. Its editor-in-chief was Dr. William A. Neilson, president of Smith College, and Dr. Thomas A. Knott, former professor of English at the University of Iowa, was its general editor.

FEDERAL FINANCING OF SCHOOL PROJECTS UNDER PWA

Up to July 12, 1934, a total of 1,780 school-building projects were financed by the Public Works Administration. These buildings and additions to buildings involved contracts amounting to \$160,636,894.

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The Federal Government made direct grants amounting to \$13,132,429, on condition that the boards of education obtain the 70 per cent additional funds through the sale of local bonds. The Federal Government also made combined loans and grants amounting to \$107,761,543.

During the spring and summer, a considerable number of loans and grants which had been allowed during the winter and early spring were modified or rescinded due to local difficulties in financing, etc. In each case, applications for other loans by other communities were considered and let.

SCHOOL-BUILDING NEWS

♦ Crookston, Minn. The board of education has started the erection of an addition to the high-school building. The new addition will consist of a gymnasium, an auditorium with a seating capacity of 1,000, and six classrooms. The total cost of the building, with equipment, will reach \$125,000. The building is being erected from plans prepared by Joseph Bell DeRemer, Grand Forks, and will be ready for use in November.

♦ Hopkins, Minn. A new athletic field with bleachers has been erected for the high school. The erection of the field was financed in part by the assistance of the high-school alumni association, and the CWA local relief labor helped in preparing the field. It will be used for the first time this fall.

♦ Norwalk, Calif. The board of education has called for bids on the construction of a new school building, to cost \$210,000. The building will contain an auditorium seating 900 students, administrative offices, special rooms, and seven classrooms. It will be completed about February 1, 1935.

♦ Wellesley Hills, Mass. Two new school-building projects have been approved by the PWA administration at Washington. One of the projects provides for an elementary school of fourteen rooms, and the other is an addition to the Bradford High School. The latter structure will provide an assembly room and facilities for the physical-education department and will increase the seating accommodations for an increased enrollment.

♦ Buffalo, N. Y. Supt. Ernest Hartwell has presented an extensive school-building program to the board of education, calling for the erection of a high school, four elementary schools, and additions to a dozen existing elementary schools. The program was the result of a survey of school buildings, conducted by Superintendent Hartwell and Deputy Superintendent Butler.

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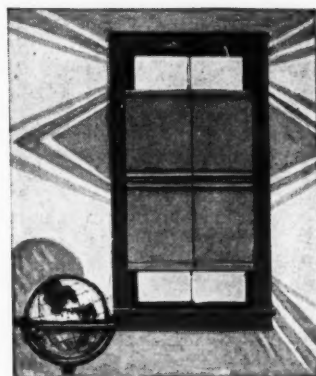
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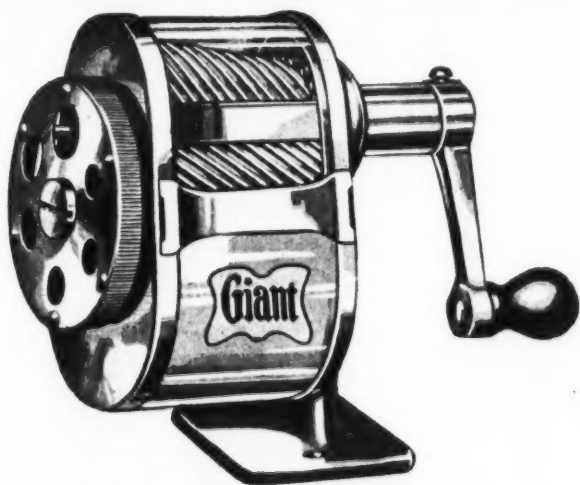
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INDIANA



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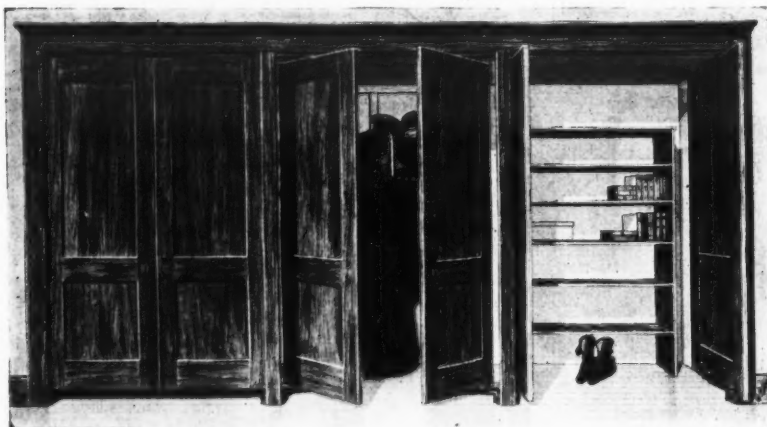
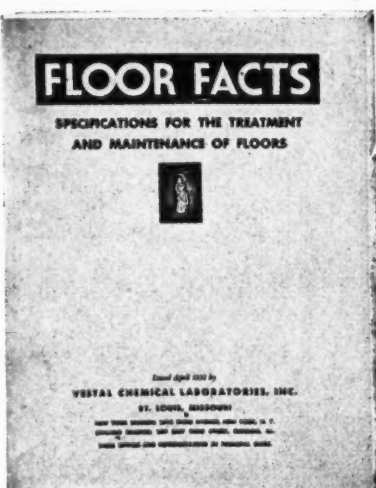
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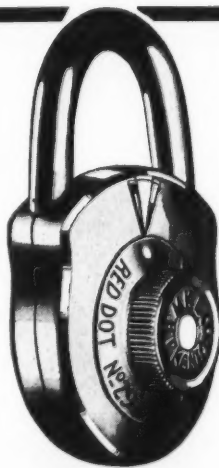
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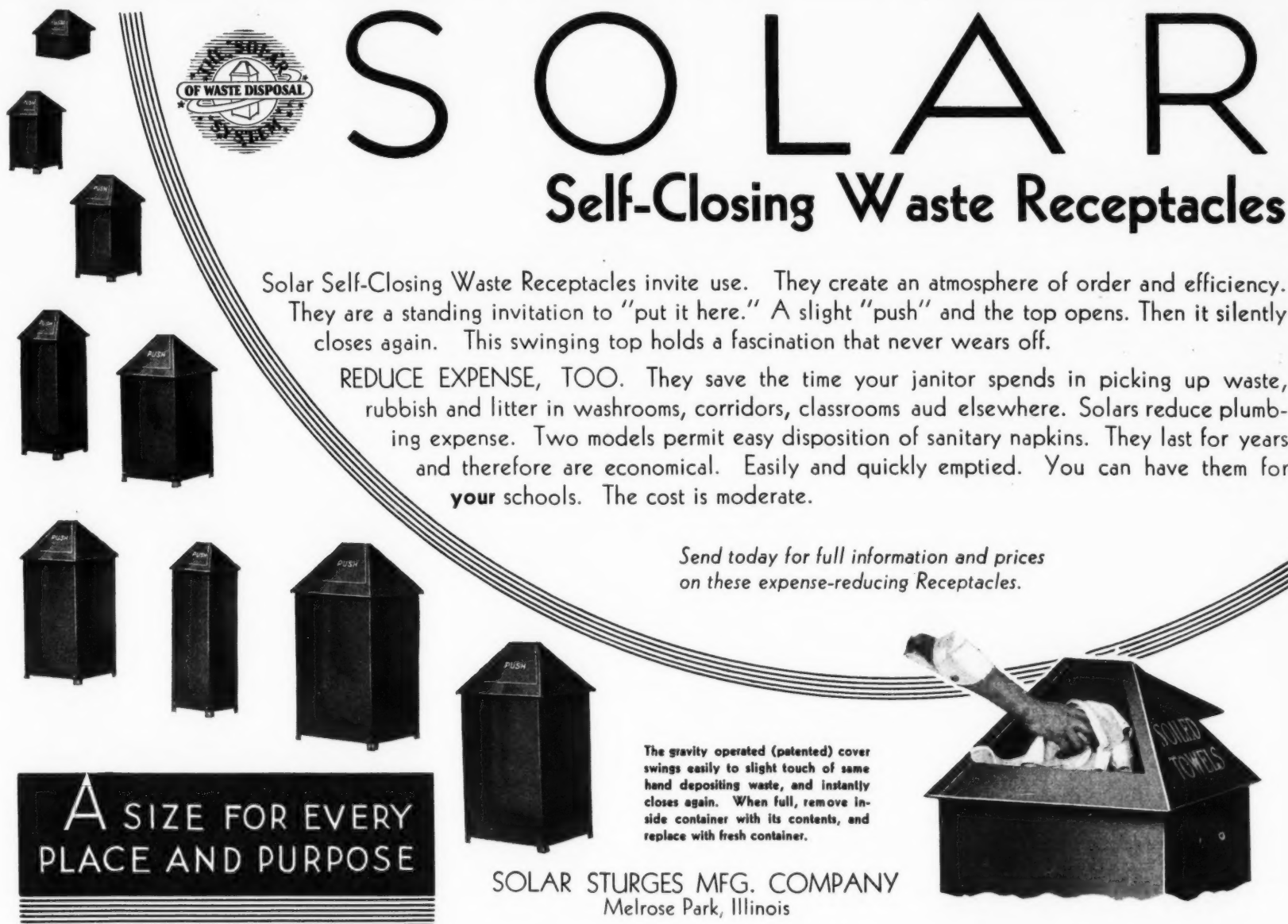
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THE OBLIGATION OF THE ADMINISTRATOR REGARDING CLASSROOM PROCEDURE

(Concluded from Page 24)

removed from a classroom procedure, yet their understanding of the school and cooperation in its program is needed and stimulating. Home opinion is easily reflected in children's attitudes; they believe in the teacher and the school in proportion to the support and faith which comes from the home. A child, reflecting home environment as related to the school, may become a tower of strength in a recitation, or a nuisance to all concerned. Parents then ought to understand; it is our job to help them understand, and where the need is serious, every endeavor should be made to reach them. Sometimes Uncle Sam does not deliver the mail; sometimes telephone calls are not relayed to the right person; sometimes report cards are signed by the wrong person, and now and then an explanatory letter is written by one not in parental authority although so signed. Time and endeavor and patience will reach the right person eventually. It's a lot of work; one gets tired doing it, and now and then may say, "what's the use," but after all, we're assisting boys and girls to educate themselves, and trying to provide a plan for them where they can have "their place in the sun."

Perhaps you cannot use these plans; they work with me; they may not work with you; well and good. Teachers are not cast in the same mold; principals differ; no two schools should be organized just alike and no plan should be sacred. After all, your school should be your own; put your own thumbprint on it and individualize it; but above all, believe in children. The attitude of the people toward the school and the child will determine America's future place. Our distinctive contribution to

the world's progress is educational; from the children about us will come our leaders; they are our real strength and the school is the medium through which adult life will be remade.

WHOSE RESPONSIBILITY WILL THE SCHOOL LUNCHROOM BECOME?

(Concluded from Page 21)

are chosen by the boards with duties and responsibilities clearly set out and defined. This method had gradually emerged in these cities from the decentralized haphazard plan of a decade or so ago which allowed each school to manage and control its lunchroom in the way and manner which seemed best to fit into conditions at the local school. Consequently, the work has been systematized, authority delegated and expanded, and responsibility centralized.

This assuming of responsibility for school feeding as a function of the schools and the working out and adaptation of this principle as it appeared in these thirty cities, in our opinion, give the surest indication of the route the school feeding idea is taking and present a fairly clear indication of the answer to the question as to whose responsibility the cafeteria will ultimately become. Here a few basic principles are recognized as fundamental and are being tested out as criteria are being developed. It is a far call from the individual lunch basket to the modern lunchroom, from the crude food service of two decades ago to the well-appointed and highly developed organization that caters to the whimsical appetite of the school child, from the crude management of well-meaning outside agencies or the domestic-science teacher who considered it an extra duty, to this efficient systematic business operating in modern systems as one of the functions of

the public school for which the board of education feels itself responsible.

This progress to the thoughtful student in this field augurs well for the future and should give much encouragement to boards of education and school executives who are interested in seeing that the administration of their cafeterias rests upon bases that are fundamentally correct.

A GUIDANCE EXPERIMENT IN THE PRATT, KANSAS, HIGH SCHOOL

(Concluded from Page 18)

school. He can see just where curtailed budgets affect his son or daughter.

Fourth, the student is given an incentive to do better schoolwork for he now has a goal to attain. This is particularly true of those who have become irregular because of failures or other reasons. The counselor makes it his task to attempt to enroll these people in such a way as to enable them to overcome their past mistakes. Most students want to do something but that "something" frequently becomes submerged in just "going to school."

Finally, the principal is given a source of information which enables him to calculate the demand for certain subjects and to prepare his class schedules accordingly.

The problems which met the Pratt High School are not unlike those which confront any high school. The experiment which has been briefly described in this article is the solution adopted in this particular situation. A similar plan with modifications would meet the needs of other schools. If such a plan is tried it will be an important step toward a friendlier and more "education conscious" relationship between the school, the parent, and the child.

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THE IMPORTANCE OF A WORK PROGRAM OR BUDGET

(Concluded from Page 17)

6. The checks and measures by which results are to be evaluated should be outlined.
7. It should be so developed that it will enable the central supervisor to keep in close touch with those under his supervision.
8. It should be specific enough to be used as the basis for developing the financial budget.
9. It should enable the individual to plan and work judiciously from day to day.
10. It should promote better understanding

and coöperation between all persons concerned in the organization and administration of the school.

A PERSPECTIVE OF INDUSTRIAL ARTS

(Concluded from Page 12)

here has been referred to as one of the "new fundamentals" because it not only deals with material things but with a phase of present-day civilization from which no one can or even wants to escape because of the richer and fuller life it has made possible. Now, what are the elements in your perspective? Is there a for-

ward-looking plan back of the Industrial-Arts program in your city?

HELPING THE TEACHER AT WORK

(Concluded from Page 42)

occurred. It would be the height of rudeness for a supervisor to correct or reprimand a teacher before a class or group, and both in the written statement and in the following personal conference, the good points about the work should be pointed out and emphasized. The teacher should be given credit for everything praiseworthy she is trying to do, and suggestions for improvement of the work should be given as such rather than be allowed to appear in the light of mere faultfinding.

Another device for improvement in service is for the superintendent to arrange *Visiting Days* for teachers. The old practice of going out of town for a visiting day was sometimes abused, but it should not be entirely abandoned. The supervisor is able to judge his teachers and their sense of responsibility, and also to determine whether he believes enough will be gained by the outside visit to justify it. However, in a system containing several teachers of the same subjects or grades, it is frequently desirable to allow visiting periods so that teachers can observe the classes of others doing the same work. Frequently, the teacher who is weak in certain respects should be permitted to visit a teacher who is strong in those phases of the work. The supervisor will follow up such visits with a conference and check on the results.

It is probably not too much to expect a teacher to attend at least one *Educational Convention* during the year, provided it is not too far away so that the expense is prohibitive. Most teachers look forward to conventions. The old type of superintendent who spent much of his time at conventions trying to check up on teachers to find out who did and who did not attend every lecture, is almost extinct. It may be good procedure, however, to point out to teachers, just preceding the convention, some of the numbers which it might be well to attend. If the supervisor trusts teachers to be professional in these matters, it is safe to assume that less than 10 per cent of any force will be otherwise than professional. Life is too short for the supervisor to worry seriously about the delinquent few, or to make himself feared and avoided by teachers because he is suspicious of them. If there are unprofessional members in any group, they will soon become known without "snooper-visory" methods. It is often advisable after a convention to call for reports, and perhaps have a general discussion regarding the value of the event. It is also not too much to expect teachers, particularly in these times, to belong to at least the local and state organizations. Only by presenting a united front can teachers hold the present educational structure intact and successfully withstand the assaults which are constantly being made upon it. The teacher who is not interested enough to support her organizations is not worthy of consideration for reelection.

Teachers may get much help by following the requirements of the State Reading Circle Board. It is reasonable to expect each teacher to at least fulfill the minimum requirements of the Reading Circle. Three professional books a year is not too heavy a reading load. By directing this reading, the supervisor can aid teachers in fields in which they are weak, and can develop constructive thinking and even research in fields which should be given consideration. It will be advisable to request a written report on each book read, and every one of these reports should be checked, credited, and returned to the writer. A record should also be kept for each individual showing the date on which the report was received, the name of the book and the author. Only rarely will teachers betray the supervisor's confidence by attempting to secure credit for an ancient report written by someone else.

In conclusion it may be stated that if the supervisor wishes to secure best results, he must be one whom the teachers can trust and respect personally, and whose decisions are based upon fairness and justice. He must be able to stand firm in trying situations and his suggestions should always be constructive and sympathetic. Teachers will work with and for such a supervisor, but let the man whom teachers feel they cannot trust and follow beware!

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portant—Cannon offers life-time steel and concrete *at the cost of temporary steel and wood.* Permanence plus minimum maintenance costs! A postcard brings descriptive brochure. No obligation. Cannon Stadium and Seating Company, Dept. 8-A, General Sales Offices, 20 N. Broadway, White Plains, N. Y.

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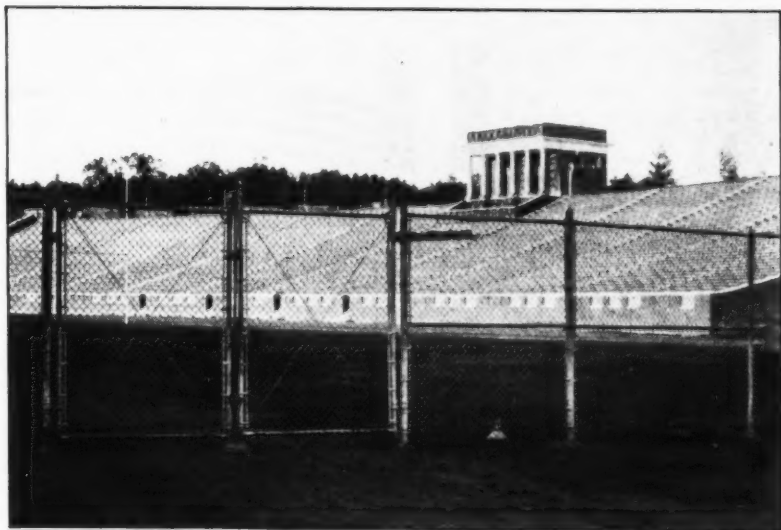
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tension locking pin that eliminates all bolts and nuts in holding fabric to terminal posts; 20 to 50% more fabric ties—and all rust proof; improved pivot type hinges that insure perfect operation of gates without any maintenance. Write for new catalog with proof of *lower fence cost per year of service.*

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Price, \$1.32.

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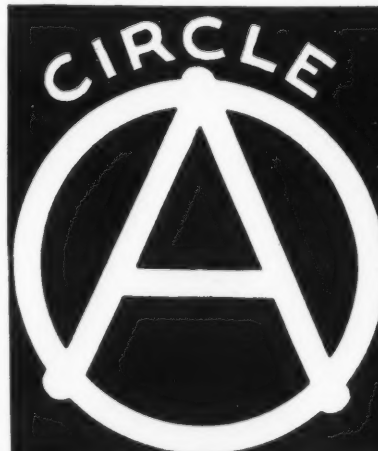
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LEGAL CAUSES FOR REVOCATION OF TEACHERS' LICENSES IN THE UNITED STATES

(Concluded from Page 39)

Rights and Remedies of Teachers. Table I indicates that eighteen state codes are silent on the rights and remedies of teachers. The laws merely state the grounds for revoking a certificate and name the authority which may carry it out. In twenty other states, before a teacher can be deprived of his license, he must be notified of the charges and given a fair hearing. He may appeal his case in twelve states, usually to a higher authority who has the power to issue and revoke a certificate. Thus, in Oklahoma, if the certificate is revoked by the county superintendent, the case may be appealed to the state superintendent, and if the latter concurs, the appeal is made to the state board of education. In only one state, namely, Missouri, may the teacher appeal his case to the Circuit Court, but such appeal must be made within ten days after the date of revocation. However, this does not necessarily mean that a teacher in other states has no right to appeal his case in event that his certificate is revoked. He can undoubtedly find some avenue through which he can appeal even though the school code does not provide it.

ADMINISTRATION

♦ New York, N. Y. The New York City board of examiners, in an effort to improve the quality of teachers employed in the schools, has recommended three drastic changes. These include an apprenticeship of practice teaching of one or two years subsequent to graduation from a professional course; the use of a three-year probationary period, following appointment, as an extension of the license examination; higher standards of examination so as to insure a higher level of personality, scholarship, and broad general education in the new teaching personnel.

A one-year apprenticeship period is already required of candidates for the high-school license who do not offer a year of postgraduate study. Under the pro-

gram recommended by the examiners, apprenticeship would be required of all teachers.

♦ According to the *Wisconsin Taxpayer*, there were during the school year 1932-33, a total of 79 rural schools, with an enrollment of 5 or less pupils, and 520 schools with an enrollment of 6 to 10 pupils. A total of 1,015 schools enrolled from 11 to 15 children, and 1,204 schools enrolled from 16 to 20 pupils. The total number of rural schools in the state is 6,257.

♦ Sharon, Mass. This small suburb of Boston, operating its schools with a reduced budget, but with a school board, superintendent, and teachers working in harmony, has been able to make effective progress in the conduct of the schools. Among the innovations which have been put into operation are a new pupil report card, which explains the school marks and which provides space for parents' as well as teachers' comments, and ratings in citizenship; a school library managed by the pupils; a classroom library in each elementary grade; a bookshop managed by pupils in the class in salesmanship; and an "all-round club," in which the pupils are given credits for responsibility, posture, health rules, participation in sports, and the reading of approved books. The school authorities have been successful in selling to the community the saner aspects of progressive education.

♦ Red Wing, Minn. A survey recently conducted by Supt. G. V. Kinney of the Winnetka plan in use in the schools during the past few years, shows that the plan is favored by a majority of the parents of children in these classes. In a report made to the board of education, Superintendent Kinney said that 56 replies were received out of 121 questionnaires sent out to parents. Of the total replies, 48 parents favored the system, while 8 were opposed. The suggestion was made that the report cards might be simplified and a conference was called to study the marking system and to consider proposed changes.

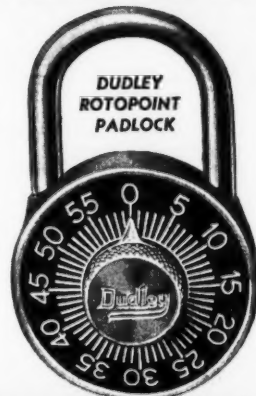
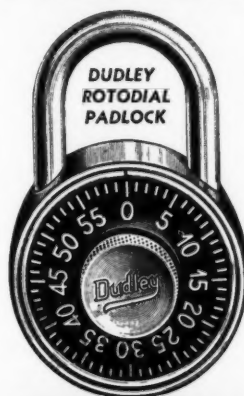
♦ Mr. John J. McElligott, fire commissioner of New York City, has recently sent a letter to the pupils in the public schools of the city, urging that they co-operate in a city-wide campaign to wipe out the sending of false fire alarms.

The fire commissioner reported that during the year 1933, there were approximately 12,000 false fire alarms, at an estimated cost to the city of \$600,000. He pointed out that false alarms endanger lives and property and prevent the use of the fire apparatus at a time when a real alarm is received.

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Will they start back to school with added safety?

Safety at school grounds becomes a vital consideration with vacation time slipping quickly by. Many school authorities are preparing for added safety by the installation of Stewart Fence. There is still time to fence before the fall sessions begin. Stewart Iron and Chain Link Wire Fences have received the recognition of School authorities for 48 years. Write for the address of your local Stewart sales and erection office.

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Principals and teachers were asked to coöperate with the commissioner in his efforts to reduce the number of false alarms. Each teacher was asked to obtain a copy of the letter to keep on file in her room. The letter will be read to the pupils and will be the subject matter of intensive instruction.

♦ New York, N. Y. Dr. Harold G. Campbell, superintendent of schools, has sent letters to members of the school administrative and teaching staffs, asking their coöperation in a national movement to compel the production and exhibition of better motion pictures. Members of the school staff were urged to note special instances of the harmful effects of motion pictures upon children and to report these to the superintendent. Mention was made of the fact that children should not be uneducated or misguided by the visual instruction they receive from inferior movies outside of school.

♦ Walpole, Mass. The high school has been faced with a large increase in enrollment, due to the fact that students are remaining longer in school. To meet the needs of these students, a new high-school program of studies has been introduced for the next school year. This new program calls for a four-year "civic arts" curriculum, which has as its main feature freedom from "requirements." The curriculum calls for the required subjects which are specifically demanded by the state law; namely, English, history, civics, and physical education.

Typewriting, manual training, cooking, and sewing are among the elective subjects available to students who elect the curriculum.

♦ A Smith-Hughes department of agriculture has been established in the high school at Marshall, Minn., for the next school year.

♦ Swansea, Mass. The board of education has voted to reorganize the work of Supt. Frank C. Chase for the school year 1934-35, in order that he may give his entire time to the supervision of instruction.

♦ Manistique, Mich. Music and physical education have been reinstated in the elementary schools after being eliminated for the past year.

♦ Peoria, Ill. The repair of 4,000 dilapidated school-books has been undertaken by a group of workers in a workshop established in the storeroom of the school-administration building. The books were used by children unable to purchase texts and will be put in condition and reissued during the next school year.

After the Meeting

Judging from School-Board Reports

Small Boy: "Father, what's a committee?"
 Father: "A committee is a body that keeps minutes and wastes hours!" — *Tid-Bits*.

Not Known in Those Parts

"I suppose," said the teacher to the boy who was joining the English literature class, "you do not know very much about Tennyson's works?"

"No, Miss J——, I can't say that I do; though I know most of the factories around this section."

Teacher Was Pleased

The student reported and the teacher thought it was just a subterfuge.

He visited him. Found him with high temperature and a red rash.

Teacher: "I thought you were making an idle excuse, but I am pleased to see you are seriously ill."

Association of Ideas

New psychological light on the Prodigal Son (from a school essay): "And when he was feeding the swine, he thought of his father." — *Manchester Guardian*.

And Again

Dolly was just home after her first day of school. "Well, darling," asked her mother, "what did they teach you?"

"Not much," replied the child, "I've got to go again."

Not So Hot!

The class had been instructed to write an essay on winter. One child's attempt read as follows:

"In winter it is very cold. Many old people die in winter, and many birds also go to a warmer climate."

Milton's Life and Literary Work

Professor: "Tell me one or two things about John Milton."

Plebe: "Well, he got married and he wrote 'Paradise Lost.' Then his wife died, and he wrote 'Paradise Regained.'"

Can Be Done?

"There is no difficulty in the world that cannot be overcome," declared the teacher.

"Please, sir," cried little Harry, "have you ever tried squeezing the tooth paste back into the tube?"

Not Guilty?

Professor (after class): "Young man, I believe I heard you talking in class just a few minutes ago."

College Student: "Oh, no, sir; I never talk in my sleep."



The Reason for His Success

First Pupil: "I see you're getting better marks lately. How's that?"

Second pupil: "My Dad's on a trip so I do all my work myself."

Good Night!

Teacher: "Every day we breathe oxygen. What do we breathe at night, Johnnie?"

Johnnie: "Nitrogen."

Buyers' News

TRADE NEWS

Mr. Grosscup Joins Electro-Acoustic Products Company. Mr. G. C. Grosscup, formerly with the public seating industry, has joined the Electro-Acoustic Products Company, of Fort Wayne, Ind. Mr. Grosscup will have charge of the sales activities of the company, including the development of more extensive agency and distributor, selling, and service organizations.

The Electro-Acoustic Products Company will shortly open an improved line of centralized public-address and radio equipment, including portable units, designed specifically to meet the requirements of buildings used for educational purposes.

TRADE PRODUCTS

Lincoln-Schlueter Floor Machine. Wood floors in schools have always presented a problem from the standpoint of cleanliness and appearance and many materials and methods of maintenance have been tried with varying success.

The Lincoln-Schlueter Company, Inc., 213 W. Grand Ave., Chicago, Ill., has recently placed on the market a new multipurpose floor machine, which sands, steel wools, and polishes schoolroom floors. The machine is effective in removing paint, varnish, and shellac and is used in polishing and waxing floors.

The machine comprises a polishing brush, a 1-h.p. ball-bearing motor, a dust collector, and inclosed safety tumbler switch, and a heavy extension cable with connectors.

Complete information may be obtained by any school official upon request.

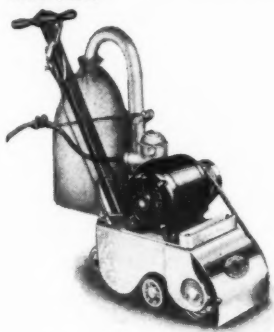
Emergency Lighting System for Schools. The vital need for emergency lighting can be easily recognized when a disruption of the regular electric lighting system calls for a substitute during the emergency.

The Electric Storage Battery Company, Allegheny Ave. and Nineteenth St., Philadelphia, Pa., has issued a nine-page technical booklet, describing and illustrating the use of emergency oxide batteries for use in school halls, gymnasiums, or auditoriums which are used at night. The "Keepalite" is also useful for protection on stairways, in corridors, and in doorways leading to them.

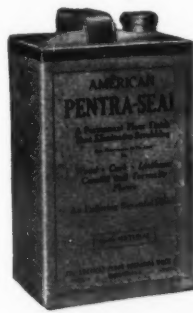
The "Keepalite" emergency-lighting battery system is new in design. It has an automatic switch for changing the light from the interrupted normal power to the dependable oxide battery, is absolutely reliable in operation, and represents a saving of 82 per cent in operating costs over the ordinary bulb-type charging equipment.

Complete information will be sent to any school official upon request.

American "Light Eight" Floor Sander. The American Floor Surfacing Machine Company, of Toledo, Ohio, has announced its new "Light Eight" floor sander for use in small spaces. The sander has a large capacity for large areas, is efficient in small spaces, has superabundant power, is portable, and can be handled with ease.



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LIGHT FLOOR SANDER



THE PENTRA-SEAL
FLOOR FINISH

The "Light Eight" sander has a one-piece frame, equipped with an 8-in. sanding drum rigidly mounted, a dust-collecting unit, and rubber-tired wheels. It has a large-capacity dust bag, a control lever for raising and lowering the sanding drum, and is perfectly machined. It may be easily carried up and down stairs by one man.

Complete information may be obtained by any school official upon request.

Pentra-Seal, a New Finish for Floors. The American Floor Surfacing Machine Company, 515 St. Clair St., Toledo, Ohio, has announced a new and entirely different kind of liquid finish for schoolroom floors, which seals the surface thoroughly against dirt and eliminates frequent scrubbing.

Pentra-Seal applied to schoolroom floors leaves a beautiful permanent finish that requires no scrubbing. Dust and dirt can be easily removed with a brush or broom and an occasional buffing with a polishing brush. The use of this floor-finishing material results in a saving in labor over old cleaning methods which frequently runs into thousands of dollars in a single building.

Pentra-Seal can be applied on floors of any kind of wood but produces especially fine results on maple floors. It may also be used with successful results on terrazzo, linoleum, cement, and cork floors. Complete information and prices are available to any school official upon request.

Develops Statistical Slide Rule. A statistical slide rule, especially adapted for the use of educators, educational research workers, and educational psychologists, has been developed by Dr. E. R. Enlow, of Peabody College for Teachers, Nashville, Tenn.

The slide rule contains ten standard slide-rule scales which take care of the usual processes of multiplication, division, powers, roots, reciprocals, and logarithms. The remaining seven scales are especially adapted to the psychological and statistical computations peculiar to educational work.

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AMONG BOARDS OF EDUCATION

♦ Saginaw, Mich. The school board during the past year conducted the schools without a curtailment of the school term and without the loss of a single salary payroll. The board was able to discount its bills and has not defaulted on either bonds or interest payments. The school year 1933-34 closed with all bills paid and with no indebtedness, except long-term bonds issued ten years ago. The business of the board is conducted upon a policy of "Pay as you go." Under this policy, in force during the past seven years, the board has erected six large elementary schools and has made repairs to existing buildings.

♦ San Francisco, Calif. The board of education has approved an elementary play program, prepared by Supt. Edwin A. Lee and estimated to cost \$17,000. The program provides after-school play, with teachers acting as coaches and referees, and a full-time director for supervising interclass and interschool athletic contests.

♦ Montclair, N. J. The board of education has proposed a return to the B.T.U. basis in the purchase of coal, following the failure of a new plan of specifications to work out on an equal bidding basis.

♦ Hartford, Conn. The board of education has adopted a new plan through which teachers now employed by school districts of the city who will retire after the end of this year, will be retired at such time and under such procedure as will prevent any loss through a break between salary and pension. The plan applies to teachers now employed by the school system who, being above the compulsory retirement age or by option, will retire at the end of this school year. To avoid loss of pay for June, or city pension and retirement allowance for July, the following plan has been proposed:

1. The teacher will file her application for retirement with the state retirement board on or before June 30, 1934, indicating as her date of retirement any date, June 22 to June 30 inclusive, agreed upon with the district authorities. Retiring as a district employee the teacher will have her state application executed by district officials from district records.
2. The teacher will also apply for and receive from the district committee a pension covering the period from June 22 or the date of retirement through June 30; the pension to be computed and paid by the district with such adjustment between pension and salary as seems desirable to the district committee.
3. The district committee will then certify to the Hartford pension commission that said teacher is "at the time of such consolidation receiving a retirement

allowance from such school district" thus making her eligible to "receive from the city of Hartford a retirement allowance computed in accordance with the provisions of an act authorizing the city of Hartford to establish a retirement system for city employees."

♦ Swampscott, Mass. The board of education has adopted a rule that any woman teacher who marries while in the service must tender her resignation.

♦ Chattanooga, Tenn. The school board of Hamilton County has voted to revise its rule governing marriage of women teachers in the service. Under the revised rule, a woman teacher who marries will be allowed to complete her contract but she will not be reappointed for the following year.

♦ Three projects looking to higher usefulness of films and slides for educational purposes have been placed in operation by the bureau of visual education of the University of Wisconsin Extension Division. The first involves the compilation of a pictorial history of the state, and aims to present a complete picture of the life, customs, scenery, and landmarks of those Wisconsin communities which contribute to its making. A second project involves a teaching film of four reels, each unit complete in itself, recording the story of the building of the Wisconsin system of highways. The third project is a study of the relative merits of silent versus sound motion pictures in education. This film is expected to meet a broadening field of usefulness.

♦ In an opinion given to the district attorney of Langlade County, Attorney General Finnegan, of Wisconsin, has ruled that a school district furnishing board and lodging to a child, under the Wisconsin laws, does not have to pay for his transportation between home and school week-ends.

♦ The Minnesota Supreme Court has ruled that the school board of District No. 85, of McLead County, must pay eight months' salary at \$45 a month, to Miss Adelaide Hlavka. Mr. H. A. LaMothe, school clerk, had refused to sign the teacher's contract, even though her qualifications had not been questioned by the board, for the reason that notice of the meeting at which the teacher was employed was irregular. The court declared that where all of the members of the board are present and participate in the meeting, any irregularity is waived.

NEWS OF OFFICIALS

- ♦ JOHN OLSON and J. R. PEARCE have been reelected as members of the board of education of Hancock, Mich.
- ♦ SUPT. R. C. MASTON, of Elyria, Ohio, has been reelected for another year.
- ♦ SUPT. F. M. REYNOLDS, of St. Bernard, Ohio, has been reelected for a period of two years.

♦ SUPT. J. G. COLLECOTT, of Columbus, Ohio, has been reelected for a five-year term, with a salary of \$8,000 a year.

♦ SUPT. W. L. SPROUSE, of Logansport, Ind., has been reelected for a one-year term.

♦ SUPT. A. M. WISNESS, of Willmar, Minn., is entering upon his sixth year as head of the public-school system.

♦ MR. L. A. MINECE, of Hancock, Mich., has been elected superintendent of schools at Wakefield, to succeed C. E. Benner, who goes to St. Johns, Mich.

♦ MR. C. E. PALMER, of East Palestine, Ohio has been elected superintendent of schools at Dover.

♦ SUPT. G. O. BANTING, of Waukesha, Wis., has been reelected for a new three-year term.

♦ E. H. CHAPPELLE, of Charlotte, Mich., has been elected superintendent of schools at Ypsilanti.

♦ CHARLES E. HULTEN, superintendent of schools of Sheboygan, Wis., died suddenly on July 14, following an attack of heart disease. Mr. Hulten, who was 51, was a graduate of the River Falls Normal School and of the University of Wisconsin, where he received two degrees. He had held superintendencies at Sturgeon Bay, Marinette, and Sheboygan, having been at the head of the latter schools since November, 1932. He is survived by his widow and three sons.

♦ MR. WILLIAM FORSHEY, of Summerfield, Ohio, has been elected superintendent of schools at Byesville.

♦ MR. J. D. WILLIAMS, of Danville, Ky., has been elected as principal of the elementary and high schools of Norris.

♦ MR. W. N. CUNNINGHAM has been elected president of the board of education of Sonoma County, Calif.

♦ The board of education of Muskegon, Mich., has reorganized for the year, with the election of C. W. MARSH as president; HAROLD M. THURSTON, secretary; and M. E. A. AAMODT, treasurer.

♦ MR. ERNEST A. BARTH has been elected as secretary of the board of education of Rochester, N. Y., to succeed J. S. Mullan.

♦ MISS GERTRUDE M. SHERMAN has been elected president of the board of school directors of Milwaukee, Wis., to succeed W. C. Wehe.

♦ A. D. SULLIVAN has been reelected as president of the board of education of Jersey City, N. J.

♦ J. F. MAGEE, recently reelected as president of the board of education of Manitowoc, Wis., has entered upon his fifteenth year as the board's leader.

♦ The board of education of Newark, N. J., has reorganized for the school year 1934 with the election of THOMAS J. D. SMITH as president, and FRANK COZZOLINE as vice-president.

♦ WILLIAM C. BROCKHAUS has been elected president of the board of education of Janesville, Wis.

♦ W. F. MOLL has been reelected as president of the board of education of Grand Haven, Mich.

♦ GEORGE E. DORRELL has been reelected as president of the board of education of Ludington, Mich.

Death of John H. Francis

John H. Francis, a former superintendent of schools of Los Angeles, Calif., died at the home of a son in Hollywood on July 9, following a long illness. He was 66 years of age.

Mr. Francis, who was a native of Ohio, was educated in the schools of that state. He held degrees given by Otterbein University and had completed graduate work at Columbia University and at San Joaquin College, Woodbridge, Calif. He migrated to California early in life, going to Stockton, and later to Los Angeles where he became an instructor in the Los Angeles High School.

He was the founder and first principal of the Polytechnic High School. In 1910 he was elected superintendent of schools, and in 1916 he resigned to become head of the public-school system of Columbus, Ohio.

In May, 1931, Mr. Francis was honored by the Los Angeles Polytechnic Alumni through the dedication of a bust on the grounds of the school.

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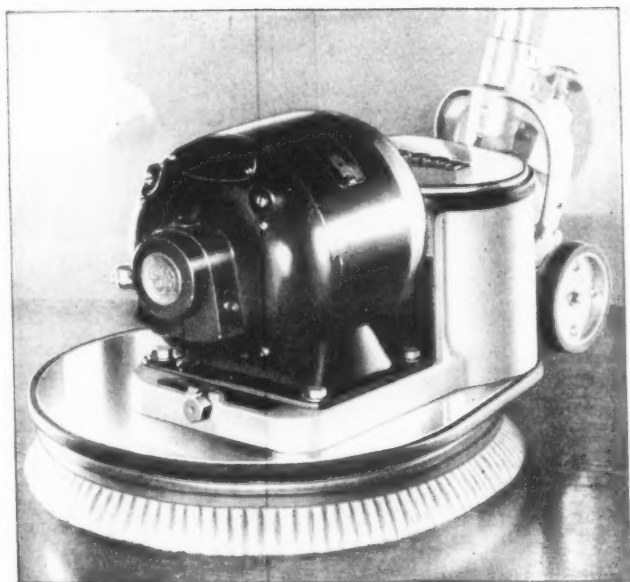
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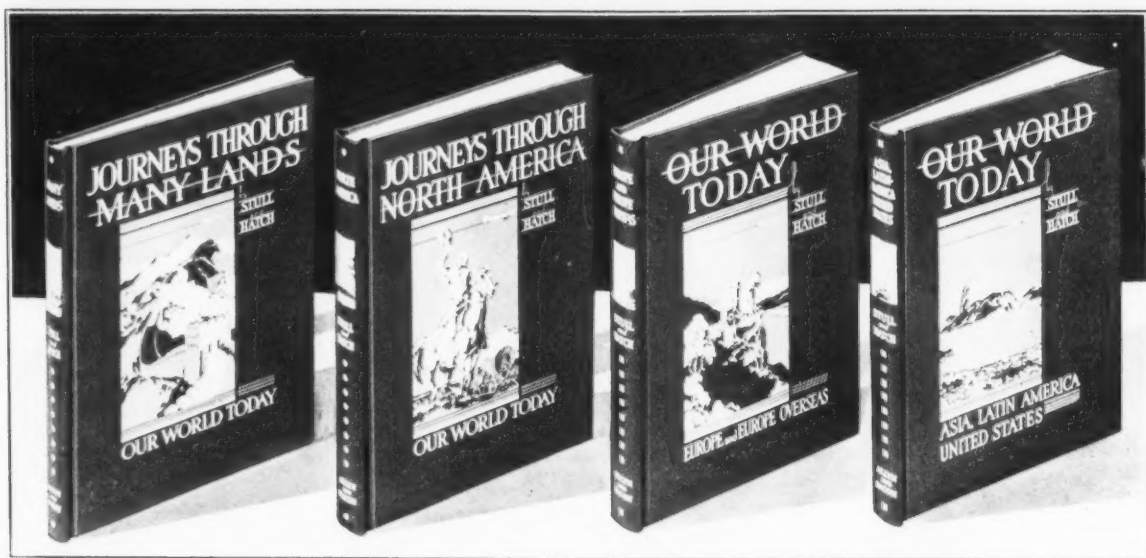
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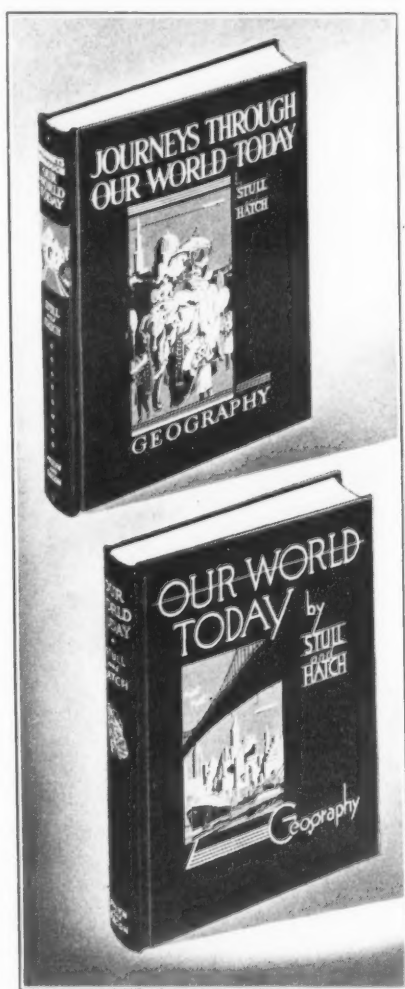


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